MARINDUQUE STATE COLLEGE
GRADUATE DIPLOMA IN CULTURAL EDUCATION

CUL ED 204:

ISSUES IN CULTURAL EDUCATION

PROCEEDINGS

MSC GDCE BATCH 2 LEVEL 2

Message from the MSC SUC President III

The Marinduque State College family would like to greet our teacher-scholars from MiMaRoPa happy teachers month! September 5 to October 5 is dedicated for teachers and educators. September is also for our Lingkod Bayani, the frontliners in the government service. Despite the ongoing worldwide pandemic, there is still the climate crisis and we need to come back to the sustainable folkways of our ancestors.

We salute our academic frontliners, our teachers and educators! We are in the forefront of the Covid19 pandemic and the climate emergency, hence the theme for the Cultural Education 204: Issues in Cultural Education web symposium is fitting and timely. The CulEd 204 class of Mimaropa Teacher-Scholars chose, "The Two Faces of the Coin: The Environmental and Social Role in Culture-based Education" for the web symposium to encapsulate the level 2 Graduate Diploma in Cultural Education class.

We also give honor to the newly formed, HEarth Movement, a youth-serving organization in our very own province of Marinduque gearing towards environmental protection and conservation, and youth-participatory approaches among its people. Likewise, we also share the Balay Sibuyanon's mission to instill love for the environment and its people, the Sibuyan island in Romblon's organization aims to build a sense of awareness and initiative in developing the current state of the society and the environment.

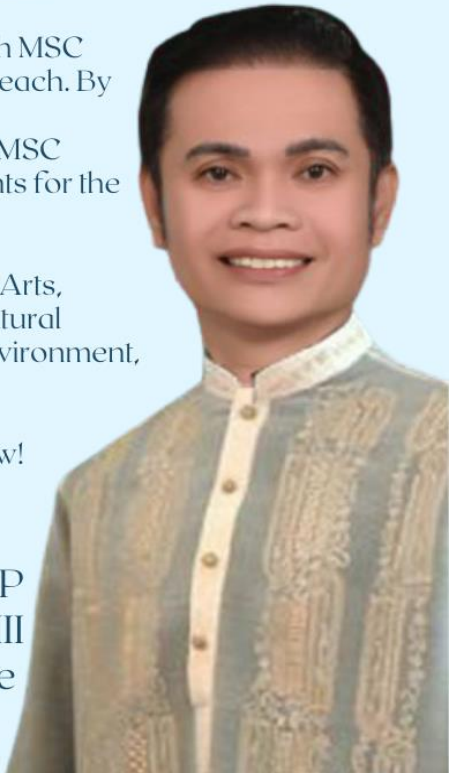
With the same vein, Hearth Movement has three primary pillars, the Organization's philosophy as a Center of Youth and Societal Development, and Sustainable Environment advocates which focuses on addressing issues and problems and formulate solutions for the betterment of the people, society, and environment.

We long for a monument of hope and love for the people, society, and environment. We at MSC also advocate what the HEarth Movement and Balay Sibuyanon advocate; a better pandemic future for our province and beyond.

Starting this November, we kickstart the countdown activities for the 70th MSC Founding Anniversary. MSC will also have Christmas in our Hearts Outreach. By next year, we will launch the MSC station ID and have a benefit concert spearheaded by the Culture and Arts. MSC would also be launching the MSC museum and icons. Please keep up with our official social media accounts for the most recent updates.

Again, our appreciation to the National Commission for Culture and the Arts, Philippine Cultural Education Program and the Graduate Diploma in Cultural Education. As an old Indonesian adage say, our seas, islands and the environment, our future. Please continue to take care of our environment and culture!

Marinduque State College today, Marinduque State University Tomorrow!



Dr. Diosdado P. Zulueta, FFCP
SUC President III
Marinduque State College

Message from the GDCE Coordinator

Pagbati at pasasalamat sa Pambansang Komisyon para sa Kultura at mga Sining (NCCA), Philippine Cultural Education Program (PCEP) at School of Graduate Education and Professional Studies (SGEPS) ng Marinduque State College. Lalo't higit sa mga titser-iskolar ng Mimaropa na kumuha ng CulEd 204: Issues in Cultural Education ngayong Level 2 ng Graduate Education in Cultural Education.

Maraming pagbabago ang nagaganap at pagbabagong magaganap pa sa bingit ng pandemyang Covid19. Nagkaroon ng mga konkretong hakbang upang mapag-ibayo at mapainam pa ang GDCE sa rehiyong Mimaropa. Liban sa bagong delivery mode na flexible, online at remote ay dinagdagan pa ng mga modyul para sa mga GDCE titser-iskolar upang magsilbing gabay sa mga hamon at gawain ng kurso ng Cultural Education. Ang unang modyul ay para sa kasalukuyang daigdig ng VUCA (Volatile, Uncertain, Complex at Ambiguous). Mayroong indibidwal at pangkatang gawain dito kung saan kinakailangan ng mga batayan at salalayang babasahin sa cultural literacy, culture-based education at cultural education. Ang Modyul 2 naman ay tungkol sa Matrix ng Logframe para matiyak ang isyu at hinaing ng mga mismong kalahok, nagsagawa ng participants' analysis at paggawa ng diagram ng problem at objective tree. Habang ang Modyul 3 naman ay pagproseso gamit ang Open Space Technologies para mapalalim at mapalawak ang mga natukoy na mga problema at usapin sa Edukasyong Pangkultura. Sa puntong ito, ang kasunod na kahingian ay tampok sa Modyul 4 ay para naman sa mga Sagisag Kultura sa pamamagitan ng Appreciative Inquiry at SOAR (Strength, Opportunities, Aspirations at Results). Ang huling modyul 5 ay para naman sa paglalatag ng 4x4 na logframe sa anyo ng mga adhikain, kwento, web symposium at proceedings para sa mga input at impacts.

Ang mga titser-iskolar ay hinati sa apat na grupo sa unang apat na araw. Habang lalo pang dumami ang mga pangkat habang kumunti naman ang bilang mga miyembro nito. Para sa modyul 4, nagkaroon ng palihan ng apat na grupo. Ang unang pangkat ay nagtalakay ng tungkol sa mga paksa ng Teknolohiya, Kalikasan at Kalamidad. Ang ikalawang pangkat ay nag-usap naman ukol sa sakit, pananakop at tunggalian. Ang ikatlong pangkat naman ay nagsamasama para pag-isipan ang trauma, alaala at etika. Samantala ang huling pangkat, nagpadaloy ng para sa propesyonalismo, likas-kaya at pamayanan.

Sa huli, pinamilian ng mga titser-iskolar ang mga sumusunod na paksa para sa huling gawain: Racial capitalism and Philippine Neoliberal Education, Global Borderless Society in the Age of Pandemic, Philippine Colonial and Decolonization Processes at Environmental, Social and Cultural Justice as foundations of Culture-based Education. Ang pinakahuli ang napagkayarian na siyang tampok ang Balay Sibuyanon at Hearth Movement para mapagitaw ang mga usapin ng kalikasan at kalinangang kabuluhan sa planeta hindi lamang sa Asya, kapuluan o sa ating isla.

Muli, pagbati at pasasalamat sa mga titser-iskolar. Nasa inyo ang apoy at lagablab ng hiraya. Patuloy na pagningasin ito saanman makarating! Mag-ingat at pagpalain.

Dr. Randy T. Nobleza
MSC GDCE Coordinator

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Module 1: Living in a VUCA World

- **Annotated Bibliography**
  - Instruction: Write an annotated bibliography to come-up with a minimum of three and maximum of five entries related to Cultural Literacy, Cultural Education and Culture-based Education.
- **VUCA World Integration**
  - Instruction: The class will integrate the individual output based on various disciplines: philosophy, sociology, anthropology, psychology, communication, natural sciences, education and national agencies/ organizations.

Annotated Bibliography

RUFINA L. NEPOMUCENO
RONALYN R. MORONG

AUTHOR	TOPIC	METHOD	RESULTS/INSIGHTS
JOCANO F. LANDA	• Interest in the folklore • Documentation of epic poem	• Reseach • Documentation • Investigating	• Interest and initiative in his work leads him to achieve his goals • His work as a scholarly writer was prolific and wide-ranging. His study of ethnology expanded into numerous aspects of Filipino life- from folklore and pre-colonial history to international relations, to rural community and urban slum life
DOREEN G. FERNANDEZ	• Writing about theater and food	• Exploring	• Two perennial topics, theater and food, had commonalities in her writing and their illuminating value • Through exploration and trust by herself she was best known for her columns
DAMIANA L. EUGENIO	• Myths	• Gathering from written sources • Collecting articles • Investigating	• Through different methods success can be achieved • His works were described as volumes that are throrough and professional in presentation and as being valuable

			resources for scholars studying in the

AUTHOR	TOPIC	METHOD	RESULTS/INSIGHTS
De Leon Felipe Jr. M.	Filipino Cultural Identity	Documentation of Cultural Expressions Among Filipinos	Prof. De Leon plays a role in presenting and educating the public about history and identity. Prof. De Leon emphasized that the development of Filipino artistic creativity is the persistence of Western concept of art that still prevails in our academic institutions and the minds of the so called educated class. Prof. De Leon also stressed that the theory of art for art's sake postulates the reduction of art to "purely formal relations.
Ferdinand M. Lopez, PhD Associate Professor, University of Santo Thomas	Philippine Culture- Based Education: Responding to a Nationalist Education	Documentation/ Illustrated Lecture	Dr. Lopez advocates the pedagogical delivery of culture- based education in the Philippines as he presented various frameworks and legal bases on the promotion of culture-based education. Dr. Lopez suggests the decolonization of the Philippine Education System. Dr. Lopez emphasized that " one must fall in love to awaken critical consciousness " to cultural education.
Ispa, Jean M., Thornburg, Kathy R., & Fine, M.A. (2006)	Keepin ' On: The Everyday Struggles of Young Families in Poverty	Documentary/ Case Study	According to the author, It takes the reader a brighter side journey into lives of nine young African American mothers facing issues related to single parenthood and poverty.

			One greatest thing that I can get from the source is the challenge of how to live a life being a parent at a very young age and support the children amidst crisis. The writer wants to inspire the other young generation around the globe not to take it too seriously in taking into family but rather to think young generations of today to prioritize education so that they do not suffer and struggle life.

			Philippines and comparative folklore
LEONIDAS V. BENESA	• What is Philippine about Philippine Art? and other Essays	• Collecting of articles Reflecting	• Her articles illustrates the beginning of Philippine contemporary art scene- new trends, thoughts, philosophies that influenced budding modern- day visual artists

JERAHMEEL M. LADERAS

Author	Topic/Title	Method/s	Results/Insights
Ferdinand M. Lopez, PhD **Associate Professor, University of Santo Tomas** **Source:** **http://web.nlp.gov.ph/plcon2018/sites/default/files/philippine_**	Philippine Culture-Based Education: Responding to The Challenges of a Nationalist Education	Illustrated lecture and documentation	• Dr. Lopez strongly advocates the pedagogical delivery of culture-based education in the Philippines as he presented various frameworks/ paradigm and legal bases on the promotion of culture-based education • Dr. Lopez further suggests the decolonialization of the

culture-based_education.pdf			Philippine education system • Furthermore, Dr. Lopez stressed out that "one must fall in love to awaken critical consciousness" to cultural education and sets the vision of CBE in the Philippines as a nation of culturally literate and empowered Filipinos
Ma. Paquita D. Bonnet (DLSU) **Melfi Caranto (JRU)** **Philippe Jose S. Hernandez (UST)** **Henry G. Magat (JRU)** **Ma. Lourdes Melegrito (DLSU)** **Evelyn A. Songco (UST)** **Source:** https://www.researchgate.net/publication/341100427_Cultural_Education_in_the_Philippines_An_Impact_Assessment	Cultural Education in the Philippines: An Impact Assessment	Impact assessment; Logic Framework Analysis	• The researchers presented PCEP's 11-Point Agenda and outputs based from the Report of NCCA Project Monitoring and Evaluation Division from 2008-2012. • They also reiterated the success of the projects and programs of the National Committee on Cultural Education (NCCED) such as the Kaguruang Makabayan National Consultative Workshop Series, GDCE Program, National Cultural Mapping Project, INFACE Program, Sagisag Kultura ng Pilipinas Project, Sagisag Kultura (ICONS) Para Sa Batayang Edukasyong K+12 and National Conference on Cultural Education and Lifelong Learning and the National Training on Culture and Governance for Local Government Units. • Based on their data presented, cultural education programs

			identified an increase in awareness of teachers on culture and the arts, pedagogical knowledge, teaching strategies and a deeper valuing of their cultural heritage. • the participants of NCCED and PCEP projects and programs in the FGDs have identified the impact of these initiatives in their personal and professional lives after a year, five years or more • it was found out that through various NCCED interventions, the respondents got inspired with creative and excellent Filipino products in the market; they have increased their self confidence in teaching and in their professional life; and definitely and positively changed their perspective of their cultural identity • However, the researchers presented the less possibility of observing the impact of interventions from graduates due to the limited number of teachers who have undergone culture-based education training • It has been found out that Government investment in cultural education may be influencing particular

			participants-scholars in pushing for a more culturally literate population • This impact assessment brought forth the fact that the Philippine Cultural Education Program and the other projects and programs of the National Committee on Cultural Education of the NCCA have impacted the beneficiaries, implementers, and the local communities in terms of the achievement of the broad outcomes stipulated in the plan. • On cultural literacy, education, and appreciation, the respondents and beneficiaries have broader awareness, understanding and appreciation of culture and the arts as evidenced in their responses to questions during the focus group discussions and interviews at the personal and relational level among their peers and colleagues. • Lastly, the respondents acknowledged the skills that they developed from the various interventions, programs, and projects of the National Committee on Cultural Education (NCCED)

Benjamin David Abadiano **President, Assisi Development Foundation, Inc.** **Source:** **https://www.gcedclearinghouse.org/sites/default/files/resources/ebp_19_philippines__.pdf**	Culture-Based Education Programme for Indigenous Children & Youth in the Philippines	Course syllabus design implementation; programme evaluation and critical reflection	• The paper presented grouped results for the IP elders, teaching and non-teaching staff • The IPs have observed the raise of level of awareness of their rights owing it to the Pamulaan program which helped their community in building indigenous professionals, forwarding the IP culture, earning respect from the outsiders, providing and training skills to IP leaders, and providing venue for IP youth and elders for community participation and discussion • The teaching staff has said that the parents feel proud because of the development that they are seeing in their children and the sacrifices the facilitators have made in helping to form their children. • The non-teaching staff expressed that if it were not for Pamulaan, they would not have been able to study. It was Pamulaan that helped to form and develop their whole being • A significant contribution has been to create a high level of awareness on the ancestral domain issue. It is through education that the Ips are finding strength and determination to continue with their struggle for their

			rights to their ancestral domain.
Mina M. Ramirez **Pontifical Academy of Sciences** ***Vatican City*** **Source:** **http://www.pass.va/content/dam/scienzesociali/pdf/es7/es7-ramirez.pdf**	Cultural Diversity and Education in an Increasingly Globalizing World (From the Perspective Of A 'Developing Country')	Phenomenological research approach	• It has been found out that the great majority of peoples in most developing countries living in rural villages has been and is becoming unconsciously uprooted from their traditional indigenous cultures by major social changes – industrialization, urbanization, mass education and mass media • It has been suggested that immersion in another culture is one positive dimension of globalization which makes young people open to realities outside of their country • The researcher stressed out that in a time of globalization, it is important for national leaders in developing countries to note that different bio-regions determine to some extent their respective cultures • Through fostering cultural awareness and appreciation of one's and others' cultures in relation to life-values of communion and solidarity despite diversity, we could infuse soul into aspects of globalization such as info-technology exploring the possibilities for it to promote life without exclusion and marginalization

Maria Lady Sol A. Suazo **Gemmalynda P. Montenegro** **Surigao del Sur State University** ***Surigao del Sur, Philippines*** **Source:** **http://iasir.net/AIJRHASSpapers/AIJRHASS18-231.pdf**	Implementation of a Culture-Based Education	Correlational research design	• Based on the summary of findings, the researchers found out that funding allocation has affected primarily the level of management in implementing the IPEd program because MOOE budget had been done before the implementation of the program. • They also presented that school management is static in implementing IPEd activities because of financial constraint. Hence, teachers did not tap nor involve the IP elders as resource persons in teaching Indigenous Knowledge Skills and Practices (IKSPs). • However, they found out that all school heads met all the job requirements since they had attended ample training in school-based management and so a fully satisfactory rating for management. Teachers demonstrated fairly in implementing IPEd in the classroom setting. Majority of the teachers could hardly understand Minanuvu language since they are not Manobo. Their ineptness in Minanuvu language brought them difficulty in communicating the learners in their mother tongue

			• Along with it, scarcity of learning materials affected much the level of implementation of IP education program. It was found out that there was no significant relationship between the level of management of IPEd and the level of implementation in the classroom setting • The researchers noted that teachers could hardly understand Minanuvu language since they are not Manobo. Their ineptness of language, the inadequacy of learning resources and weak community engagement affected the result in the level of implementation in contrast with the level of management which is also affected by financial reasons. • Likewise, the researcher found out that there was no significant difference in the perception of the school heads and teachers on the level of management

CRYSTAL L. INSIGNE

	Topic	Method	Results/Insights
Author 1 **Sanchez, Louie Jon**	**CULTURAL STUDIES/EDUCATION**		Cultural studies encompass a wide array of domains.

A. *Sipat Sa Paliwanag Hinggil Sa Araling Kultural Ni Chris Baker*. Ang Imahen Ng Filipino Sa Sining (2018)		**ANALYSIS OF STUDIES AND DOCUMENTATIONS**	In the past, cultural studies focus on humanities and then made a linguistic turn; that is, it focused on understanding language and its usage in shaping culture. Eight key concepts were pointed out by Baker to explain Cultural studies namely; culture and its practical meanings, representation, materialism and non-reductionism, articulation, power, popular culture, texts and readers, and lastly subjectivity and personalization.
Author 2 Jocano, F. Landa, *Filipino Value System: A Cultural Definition (1997)*	**MODELS OF FILIPINO VALUES**	**PARTICIPANT OBSERVATION**	In his work, Jocano identified two models of the Filipino value system which are exogenous model or foreign model and the other is indigenous model

			or traditional model. He points out that there are six types of value system: 1. Theoretical which regards highly the discovery of truth through critical and rational approach 2. Economic which emphasizes useful and practical form of values 3. Aesthetic which places highest value on form and harmony 4. Social with highest value given to love of people 5. Political which emphasizes acquisition of power and influence 6. Religious which concerns unity of experience and understanding of cosmos as a whole

Author 3 **Bonnet, Ma. Paquita D., Caranto, Melfi., Hernandez, Philippe Jose S., Magat, Henry G., Melegrito, Ma. Lourdes., Songco, Evelyn A.**	**CULTURAL EDUCATION IN THE PHILIPPINES: AN IMPACT ASSESSMENT**	**IMPACT ASSESSMENT LOGICAL FRAMEWORK ANALYSIS**	Based on their data presented, cultural education programs identified an increase in awareness of teachers on culture and the arts, pedagogical knowledge, teaching strategies and a deeper valuing of their cultural heritage. Participants of NCCED and PCEP projects and programs in the FGDs have identified the impact of these initiatives in their personal and professional lives after a year, five years or more. It was found out that the respondents got inspired with creative and excellent Filipino products in the market; they have increased their self confidence in teaching and in their professional life; and definitely and positively

			changed their perspective of their cultural identity.
Author 4 **Hoggart, Richard.** ***The Uses of Literacy (1998)***	**LITERACY**	**INTERDISCIPLINARITY** **MASS PUBLICATIONS** **CULTURAL ANALYSIS** **CLOSE OBSERVATION**	In his work, Hoggart examines the life and values of the English working class. His analysis focuses on the complex working-class attitudes as well as their work life. He sees beyond habits to what habits stand for and statements for what it really means. He detects the differing pressures of emotion behind idiomatic phrases and ritualistic observances. He sees the connection between various appeals of mass publications, other artifacts of popular culture and traditional and commonly accepted attitudes.

Author 5 Fajardo, Brenda V. ***Ang Inukit na Kaalamang Bayan ng Paete***	**FOLK ART**	**-CONSULTATION WITH DIFFERENT SOURCES** **-OBSERVATION OF THE FOLK ART (FORMS AND MATERIALS USED)** **-INTERVIEWS OF TOWNSPEOPLE** **-CONSULTED WITH PUBLISHED ARTICLES AND DOCUMENTS ABOUT THE HISTORY OF PAETE AND PHILIPPINE ARTS**	Fajardo presented her work the same way as a sculpture is made. She began with laying out the pattern and template, tilling and carving and ended with cleaning and varnishing. The padron (pattern) and plantilya (template) is set out to guide the artist. The padron part presents the framework used in the research. The plantilya part looks at the historical background of Paete. The second part is the banghay and bagbag. This is the process of tilling and carving. Consequently in the research, the banghay part talks about the art as applied to churches. The bagbag part talks about the purpose of art in everyday lives of the people. The last part, linis and barnis or clean

			and varnish is the process of removing grazes and detailing the sculpture. In the linis part, Fajardo talks about the art itself, the different ways it was created and the different forms of art that evolved out of it: statues, figures, wooden slippers and many more.

ANN MARGARET PEROLINO

AUTHOR	TOPIC	METHOD	RESULT/INSIGHTS
Datuin, Flaudette May.	"Critical Categories as Social Categories." Art Criticism Workshop"	Textual Analysis	The paper aims to challenge the persistent dichotomy between art and society.
Eugenio, Damiana L.	Awit at Corrido: Philippine Metrical Romances.	(Book)	It shows values related to love and marriage, love of country and others.
Hau, Caroline S.	Necessary Fictions: Philippine Literature and the Nation,	(Book)	It examines the intimate but fraught connection between Philippine literature and nationalist discourse through close readings of the works of Jose Rizal, Amado Hernandez.
Sakili, Abraham P.	Space and Identity: Expressions in the Culture, Arts and Society of the Muslims in the Philippines.	Book	This book "usus the concept and management of space in the culture of the Muslims of Mindanao as a point of reference of their visual arts, architecture, and culture as a whole.
Santos, Ramon P.	The Musics of the ASEANS	Book	Folk Music – ASEAN countries. Musical Instruments – ASEAN countries

JOHN MICHAEL T. BALLOVAR

AUTHOR	TOPIC	METHOD	RESULTS/INSIGHTS
Jessie Grace S. Martin	Culture-Based Education In State Universities in the Cordillera Administrative Region, Philippines	- use of the questionnaire to gather demographic data such as ethnic affiliation, gender, the length of their teaching experiences, and their respective disciplines - survey instrument and interviews of willing faculty members	The author conducted a study to explore how the use of teaching methods, choice of assessment methods and course content affected culture-based education in state universities in the Cordillera Administrative region. The study determined that there are prejudices and stereotypes in the culture diverse educational setting. These results prompted Martin to recommend culture-based learning strategies that could help teachers and administrators to address the problem. She further desires that institutions who wants to enact culture-based education must be fully committed in the longest time possible. She further accentuate that the inclusion of culture, in all its depths and definitions, must emanate throughout the curriculum design process and that school administrators that desire to enact culture-based education must have a vision and a strategy, and the strategy must include leadership, funding resources, and a willingness to pay the cost. Above all, this study is substantial to all individuals in the academe who wishes to uphold our culture in our education.
Ma. Paquita D.	Cultural Education in the Philippines: An	- qualitative research principles	The authors assessed the effect of the programs implemented by the National Commission for Cultural

Bonnet, et. al	Impact Assessment	- using Grounded Theory methodologies in analyzing data and the Logic Framework by Ellen Powell - focus group discussions and key informant interview	Education—implemented projects faithful to the Philippine Cultural Education Program, which shows positive impact to the teacher-scholars. Their study shows that such participants were given opportunities to further improve and know themselves in cultural education and enhance their skills in teaching. This study only proves that the program initiated by NCCE and PCEP is a successful one, which could greatly help in the uplifting of the culture spirit on our education system.
Mary Ann Zher	Evidence on Effect of Culture-Based Teaching Called Thin	- comparative discussion - documentary analysis	Zher discussed the evidence on effects of culture-based education teaching where she questioned the statement of many educators stating that they teach effectively when they align their instructions with the students culture, wherein fact, not one study showed that culture-based education improved the achievement in reading and writing. She further stated that while this is a fact, there is still improvement in the other student aspects such as better attendance rates and student engagements. After all, outcomes are not limited not just to test.
Navan Kumar Singh Mariella Espinoza-Herold	Culture-Based Education: Lessons from Indigenous Education in the U.S. and Southeast Asia	- correlational discussion	The authors compiled lessons regarding culture based-education, citing its benefits in the context of indigenous education in the United States as well as in communities in Southeast Asia. It also demonstrates the possibilities that may arise when communities are able to guide the education of their children and ensure meaning to their lives. Their

			position paper presents a historical account of culture-based education with focuses on prospects and challenges of indigenous culture-based education in the United States, with reference to some case studies in South Asian nations. For example, Mahatma Gandhi's culture-based education inspired Julius Nyerere to implement it in Tanzania. This shows that culture-based education is really accepted globally and is used not just by some countries, but a lot of them. It is evident that the concept of cultural based education captures the brilliant minds of educationists across the globe, and this position paper is one of the best way to attest it.

CHRISTABEL P. ALOJADO

AUTHOR	TOPIC	METHOD	RESULT/INSIGHT
DE LEON, FELIPE, JR. "Cultural Identity and Development," from Suri Sining: The Art Studies Anthology. Reuben Canete, ed.	FILIPINO CULTURAL IDENTITY	Documentation/ Mapping	The authors' data had proven that cultural identity is ***"sine qua non"*** or essential which gives distinctiveness and individuality of a society in all forms through its application to human's life. From ***coursehero.com***, they describe Filipinos as happy people who loves dealing and connecting with others. Their urge to connect can be seen through their devotion to family, considering the sanctity of home. Most likely they want to experience the

The Art Studies Foundation, 2011.			multidimensional wholeness of life. They were also described as highly participatory for Filipinos prefer consensus as mode in preferring decisions/ settling conflicts. They find this hypothesis strongly factual supported with varied documents.
HAU, CAROLINE S. Necessary Fictions: Philippine Literature and the Nation, 1946-1980. Quezon City: Ateneo de Manila University Press, 2000.	NECESSARY FICTIONS: PHILIPPINE LITERATURE AND THE NATION	Comparative Method	The author's Necessary Fictions: Philippine Literature and the Nation stands as noteworthy contribution to scholarship on the relationship between nationalism and literature in the Philippines. Hau's project argues in favour of a long-standing affinity between Filipino literature and nationalism as it attends to difficult questions regarding how we imagine the living fiction of Philippine nation. Hau's work aims to ascertain the difference how the literature can make or how literature may transform Filipino understanding of the past and present and ultimately society itself. ***-www.cambridge.org***
FAJARDO, BRENDA V. Ang Inukit na Kaalaman Bayan ng Paete. NCCA: 2005	ANG INUKIT NA KAALAMAN BAYAN NG PAETE	Documentary Analysis Research	Brenda Fajardo is a visual artist, art educator and community organizer. Knowing the genre of folk arts is integral in appreciating the importance of one's culture and recognizing its local and international identity. Paete, the Carving capital of the Philippines is popular for its woodcarving that makes 70% of population's livelihood. In this research, the author recognized the richness of sculpturing in Paete. Every process the artist

			made has its own value and importance in creating a master piece. The researcher presented the research like it was following the same process a sculpture is going through. In that way, readers finds out more about Paete, and its art where they coud feel closer to the art process. ***http://thesinginglibrarian.blogspot.com/***

JOLIBEE L. MARCIANO

	TOPIC	METHOD	RESULT/INSIGHTS
1. Fernandez, Doreen	Palabas: Essay on Philippine Theater History	Persuasive writing style	Fernandez points out that the title of her book, Palabas, is a Tagalog word that refers to "performance, show, entertainment, fun" as well as to that which faces "outward". People-based community oriented whether it be a school play or fiesta spectacle or protest theater. The history of theater thus as much about genres of performance as they are about the performative aspects of colonial and national histories in the Philippines. The essay addressed how enduring effects of colonialism supported the cultural bias that theater was completely Spanish in origin. She argued that theater in the Philippines was an amalgam of Spanish influences and pre-Hispanic games, chant, and riddles.
2. Benesa, Leonidas V.	What is Philippine about Philippine Art and Other Essays	Monograph	Benesa cited on his essay that genre was used to be a major consideration in determining the Filipino-ness of a work of art at least in painting. Genre painting is a painting of scenes from everyday

			life of the ordinary people or painters cited on his essay like Amorsolo, Ocampo and Francisco in work of recreation, depicted in a generally realistic manner. The idea of the painters was the depiction of everyday scenes and the surroundings without idealizing them was closest in spirit to the Filipino soul and native soil. Even if we are not residing in the Philippines, but our heart belongs to the Philippines, we will strongly felt the love to our country and our genre will be the everyday life of the Filipino people considering its culture.
3. Legasto, Priscelina Patajo	Philippine Studies: Have we gone beyond St. Louis?	Collections of different writings and Documentation of other researches.	It is a collection of thirty-five essays by Philippine and US-based scholars which illustrate the haydynamism and complexities of the discursive field of Philippine studies as critique of vestiges of universality. paradigms: as affirmation for our traditional and emergent cultural practices; as site for new readings of old texts and new popular forms brought into the ambit of serious scholarship; and as a liberation space for a new art and literary genres. In short, a Philippine studies that has gone beyond the classic orientalist/ racist discourses that unformatted the St. Louis World Fair of 1994 " a crowning display of American imperial power".
4. Fajardo, Brenda V.	Ang inukit na Kaalamang Bayan ng Paete	Looked into different articles and documents published about Philippine art.	In this article, the writer recognized the richness of sculpturing in Paete. Every process the artist made has its own value and importance in creating a

			masterpiece. The researcher also presented the research like it was following the process a sculpture is going through like pattern and template, banghay and bagbag, linis and barnis.
5. De Leon, Felipe Jr.	Cultural Identity and Development	Documentation of cultural expressions among Filipinos	Filipinos possesses unique characteristic like love to connect, especially to people, like to experience the multidimensional wholesomeness of life and highly participatory.

LEYCO, MARCO ALEXANDRO MONTEJO

AUTHOR	TOPIC	METHOD	RESULTS/INSIGHTS
Ispa, Jean M., Thornburg, Kathy R., & Fine, M. A. (2006).	***Keepin'On: The Everyday Struggles of Young Families in Poverty***	Documentary/ Case Study	It takes the reader on the brighter side journey into the lives of nine young African American mothers facing issues related to single parenthood and poverty. One greatest thing that I can get from the source is that, the challenge of how to live a life being a parent at a very young age and to support their children amidst the crisis and a challenge of young mother with limited resources. We are certain that the scenario were in critical and addresses social issues. The writer wants to persuade the reader to inspire other young generation around the globe to not take it too seriously in taking into family but rather to think of young generations of today to prioritize education so that they do not suffer and struggle in life. The topic gives a reader a deeper understanding about factors or the effects of their struggles in life. Whatever the battle, trials and struggle they go through, they need to keep moving forward, or moving on for

			the sake or common good of their children's future.
Delpit, Lisa (2006)	***Other People's Children: Cultural Conflict in the Classroom***	Assessment Analysis	The topic talks about the "Skills and Other Dilemmas of a Progressive Black Educator" and "The Silenced Dialogue:." The author explores how teachers, especially those with "progressive" teaching methods need to examine how they are helping or impeding minority and low-income students' access to the power that mainstream society and institutions have invested in "Standard" English. The conclusion of the topic is that they are many academic problems attributed to children because of their color and because of their being are actually the result of miscommunication. It struggle with the imbalance of power and the dynamics afflicting our system. The source or topic is relevant to my work because I cater multi lingual and multiple intelligence type of students/ learners. Each student has a certain quality and with that quality that makes them unique. As a teacher we need to understand other cultural background and accept their identity or colors. We need to accept individual differences. Every person is unique in their little ways.
Jhumpa Bhattacharya, Ann Jaramillo, Lisette Lopez, and others. (2002)	***Our Roots, Our Future***	Analysis Evaluation	The story contains inspiring stories of promising practices along with an exclusive set of practical tools and activities to support program reflection and development. Included are the moving voices of youth and an informative framework speaking to the importance of culture and language in the lives of young people.

			Because of culture we learn to expand our horizon in dealing to other people around us in races, religions or in color. I believe in a saying that our background will determine our future. We must learn how to go beyond our ancestries and prospect what comes next.

VINCE JUSTIN ROLAND S. MADRIAGA

Authors	Topic	Method	Results/Insights
Radhika Kapur Kapur, K. (2019). *Cultural Education.* Retrieved from https://www.researchgate.net/publication/334364956_Cultural_Education#:~:text=Cultural%20education%20can%20be%20encouraged,learning%20(Culture%20and%20Heritage%20Education	Cultural Education	Review of related literature	The primary goal of this study is to have a better knowledge of cultural education. The author provided a comprehensive discussion of topics in relation to cultural education, its history, and its significance in society. Culture is a significant notion that influences how people conduct their lives. Individuals carry out various chores and activities in their daily lives based on their cultures. Individuals must, nevertheless, develop an understanding of different cultures. Individuals must develop positive attitudes toward other cultures. Individuals must work with people from many cultures in educational institutions as well as in the workplace. It is critical that they create productive ideas and have a flexible temperament. Individuals must understand how cultural education may enrich their lives and help them achieve professional and personal goals when they grasp the concept of cultural education. I would recommend this as a primary reading to those who have gained interest in cultural education.

Assoc. Prof. Ferdinand M. Lopez **Lopez, F. (n.d.). *Philippine Culture-Based Education: Responding to The Challenges of a Nationalist Education.* Retrieved from http://web.nlp.gov.ph/plcon2018/sites/default/files/philippine_culture-based_education.pdf**	Culture-based education	Discussion	This presentation by Lopez offers a critical review of the topics in relation to culture as a whole, but with emphasis on its importance in the Philippine setting, especially since as an archipelago, the Philippines is host to a diverse cultural traditions and practices that have been around even before the colonial period and some formulated during the said era. In the presentation, Lopez stated that culture is the foundation in a culture-based education, providing both perspective and principle, framework and methodology, impetus and driver of discussion, assessment, and evaluation, on which skills, abilities, and knowledge about oneself and the world at large are formed, mediated, and disseminated. I would highly recommend this not only to culture enthusiasts but even moreso to DepEd and CHED so that they will be able to see the importance of integrating culture in the Philippine education and localizing it to set a strong Philippine identity in this globalization era.
E.D. Hirsch, Jr. **HIRSCH, E. (1983). Cultural Literacy. *The American Scholar*, *52*(2), 159-169. Retrieved September 4, 2021, from http://www.jstor.org/stable/41211231**	Cultural Literacy	Collation of facts, figures, etc.	This journal article from Hirsch's book argues that progressivist education, with its emphasis on experience, had failed America's children by ignoring knowledge in the form of a shared body of knowledge. A list of 5,000 facts, dates, notable individuals, works of literature, and concepts that every American should know was included in the book. To be culturally literate means to have the fundamental knowledge required to succeed in today's society... The fact that children from poor and illiterate homes tend to stay poor and illiterate is an unacceptable failure of our educational system, which has occurred not because our teachers are inept, but rather because they are forced to teach a fragmented curriculum based on faulty educational theories. Some argue that our schools are helpless to break the cycle of

			poverty and illiteracy on their own. I disagree with you. They can break the pattern, but only if they reject some of the beliefs and methods that education academics and school administrators have adhered to in the past.

RIZALYN M. MAGNO

	Topic	Method	Results/ Insights
Author 1	What is Philippine about Philippine Art and Other Essays	Benesa contested and inquired about the "Filipino-ness" of Philippine Art and/or art of Filipino artists. He used comparative analysis and examples in discussing this query and this topic. Furthermore, he contrasted Filipino artists to similar artists from neighbouring countries. He even emphasized the "confusion" in art cultural identity as western or western-inspired due to mediums and materials used in art expression.	Benesa, in his scholarly and philosophical criticism of "Filipino-ness" of Philippine art and the "western-ness" of art in Asia as influenced by the materials and mediums used gives readers and artists alike a challenge to rethink, review, and re-evaluate "Filipinism" or the indigenousness of "Filipino"—not just in art.
Author 2	Necessary Fictions: Philippine Literature and the Nation, 1946 - 1980	In her research, Hau examined the connection between Philippine Literature and nationalist discourse. She examined the works of authors Rizal, Hernandez, Joaquin, Reyes, Lee, Polotan, Bulosan, and Posadas. She used contextual analysis and socio-cultural and historical approaches in juxtaposing these authors and their works against the existing and/or predominant Philippine crises in economy, politics, culture and society	In years of reading researches in depth analyses of literature vis a vis culture, nationalism, political query and criticism, Hau's work is another stone placed upon the tier of cultural awareness and debates. It also, presents the hurtful "ineradicable" presence of the marginalized and the oppressed sectors in literature as affective in building Philippine modernity. This, posits, the long history of Philippine society of social injustices, being passed down to generations—and thus,

		blatant during the period these works are written.	echoes the criticism and evident fault in Philippine culture and ideation of nationalism.
Author 3	Danas at Ganap: Realizing Life via Theater	Dr. Atienza discusses theatre as the performed embodiment and symbolism of life. She used Tiongson's "Talab" to furtherly emphasize the affective and proactive suggestiveness of theatre in society reinvention and identity building. Morever, with her Danas at Ganap, Dr. Atienza reiterates the role of theatre in educating people of the national identity, social crises, and proactive cooperation in creating solutions to present national and/or communal problems.	Theater is staging life. However, Dr. Atienza, even swam deeper into the philosophical, and social facets of theatre and performance. Philippine theatre, though it adopted colonial versions, has been continual in its pursuit of showcasing and educating Filipino audience regarding cultural and environmental preservation, protection, and social and communal cooperation.

ANA JESSA J. MALCO

Author	Topic/Title	Method/s	Results/Insights
Benesa, Leonidas V.	What is Philippine about Philippine Art and Other Essays	Anthology, Documentation	• The author illustrates the beginning of Philippine contemporary art scene - new trends, thoughts, and philosophies that influenced budding modern-day visual artists. • He is a visiting art critic-member of the Association Internationale des Critiques D'Art (AICA) and he is also the one who initiated the founding of the Art Critics Association of the Philippines (ACAP) • The collection of articles that make up "What is Philippine about Art and other Essays is gathered from Benesa's weekly column in Daily Express as well as contributions to other journals and magazines.

De Leon, Felipe Jr. M.	Filipino Cultural Identity	Documentation	• There are three main Value-Orientations Engendered by Core Value of Kapwa namely: (1) Filipinos love to connect, especially to people; (2) Filipinos like to experience the multidimensional wholeness of life; and (3) Filipinos are highly participatory.
Fajardo Brenda V.	Ang Inukit na Kaalamang Bayan ng Paete	Consultation to different sources	• Understanding of folk arts is essential in realizing the importance of one's culture and recognizing its value in the local community. Every art (product) made by the particular community are their proofs of their values and beliefs. • In this article, the writer/ author recognized the richness of sculpturing in Paete. Every process the artist made has its own value and importance in creating a master piece. • The researcher presented the research like it was following the same process a sculpture is going through.
Fernandez, Doreen	Why Sinigang?	Informative writing	• The author is a staple name in food writing in the Philippines • She write not through flowery descriptions of adobo, sinigang, rice or a mango but rather touching on what such food meant to the person reading her words. • She shared human experience about of what she ate in her writings. • She would weave her columns together using this keen relationship between signifier and signified.

MANLISIS, JOHN EARL M.

AUTHOR/S	TOPIC	METHOD	RESULTS/INSIGHTS

ALAMAT (Pinoy Boy Band) **Members:** • **Taneo** • **Mo** • **Jao** • **Tomas** • **R-Ji** • **Valfer** • **Gami** • **Alas**	KASMALA -a song that features a dark part of Philippine history along with the recent and controversial asian-hate issue. Link: https://www.youtube.com/watch?v=_5Y_mTfBh3o	The singers or the members of this group used PPOP as their medium of sending their message to the world. Their music video went viral not only because of its aesthetics, but also because of the deep historical and cultural meaning behind it.	The song, particularly its music video, features how Filipinos became a victim of colonialism. Scenes were portrayed from contexts such as 1904 St. Louis World fair where fair organizers brought Filipino natives and other tribespeople from different countries to the fair in America and displayed them as if they were animals in a zoo. Another one is the scene depicting a picture of President McKinley giving the native Filipinos their "first bath". And lastly, scene that showcases a sign with words "POSITIVELY NO FILIPINOS ALLOWED" written on it. These scenes from the music video held a dark history that one would understand if he/she is culturally aware or literate about the Philippines, particularly on the time when we were colonized by the Americans, or what ALAMAT characterized literally as "the whites" (they literally wore all white in with white masks in the video).
Ika Maryani **Ianah Hasnatul Prawestri** **Dwi Sulisworo** **Siti Urbayatun** **Suyatno** **Caraka Putra Bhakti**	School environment role towards elementary school students' moral and cultural literacy Link: https://www.academia.edu/50942119/School_environment_role_towards_elementary_school_stu	The authors conducted a descriptive qualitative research that aimed to determine the role of school environment on moral and cultural literacy of elementary students. This study was conducted on a school in Indonesia, specifically Muhammadiyah School of Sleman Regency.	One of the results of the study showed that school discipline contributes to the students' moral and cultural formation such as self-awareness, honesty, justice, responsibility, obedience to the rules, good commitment and unfazed by the changing era. The study also emphasized and defined that school culture is why students feel the way they do. A school's culture is determined by the values, beliefs, and behavior of those in the school community and reflects the school's social norms.

	dents_moral_and_cultural_literacy		As an alumni, and currently a teacher of a private school, I definitely agree to this. Our private school held, and continuously hold its reputation of establishing and producing competent students, particularly in speaking or writing in English. The school remained strict on implementing English only rules, activities, and programs for decades which I think already became a part of its culture. Students are expected to commit to this culture, and are also bring expectations, when they leave.
Leo Benesa	What is Philippine About Philippine Art Link: https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-the-arts-sca/visual-arts/what-is-philippine-about-philippine-art/	This is an essay written by Filipino author and is located on NCCA website.	This essay stimulates the readers mind by asking the question "What is Filipino about this art?" and "How Filipino is this art?" Benesa presents his art analysis on the works Fernando Amorsolo, Carlos Francisco and Hemando R. Ocampo, asking "is their anything Filipino about their works?, considering that their works do not usually align with the common art style or preference of most Filipino artists.

RHIA J. GALLONIGA

Author	Topic	Method	Results/Insights
Caroline S. Hau	Necessary Fictions: Philippine Literature and the Nation	Anlysis/Evaluation	The author evaluated the important contribution of Rizal's novels' in the Philippine Literature and the culture. She find that Rizal's novels served as artifactual, concrete examples of a " Filipino culture" that was conceived as the sum total of all the products of a society's creative labor

			and aspirations. In her book, she also mentioned that Rizal works were the means by which other (later) Filipinos could acquire, preserve, and reshape such culture. In this manner, the relationship between literature and Philippine nationalism was commented through the paradoxical notion that literary works both embodied culture and helped create that culture.
Abraham P. Sakili, PhD.	Sustaining Sulu People's Identity of Power, History and Culture Through Their Visual Arts	Documentation/ Narration	The author's paper is about the power, history, culture and identity of the people of Sulu, primarily their visual arts. He narrated the Sulu's history of power to provide an overview of the historical context for the definition of Sulu people's identity as well as for the discussion of representative art samples such as ukkil (Sulu curvilinear design) and military artifacts. He also made discussions about the historical and cultural context on the prevailing Philippine historical writings. On the last part of the paper, the author's concluded that the role of arts and culture in sustaining a people's identity is highlighted as a positive force serving the interest of Mindanao peace and helping sustain cultural diversity in a globalized setting.
Shawn Kana'iaupuni	A Brief Overview of Culture-Based Education and Annotated Bibliography	Analysis	The author find that Culture-based education is the grouding of instruction and student learning including the values, norms, knowledge, beliefs, practices, exoeriences and language that are the foundation of an indigenous culture.

VUCA World Integration

VUCA World Integration

Group 1
Alojado, Christabel P.
Ballovar, John Michael T.
Brual, Romilyn M.
Galloniga, Rhia J.
Insigne, Crystal L.
Jalac, Jellie Ann L.
Laderas, Jerahmeel M.
Lagustan, Joephet M.

Discipline	Cultural Literacy	Cultural Education	Culture-Based Education
Philosophy	Robert Eaglestone (2014) Powerful knowledge', 'cultural literacy' and the study of literature in schools	Melehat Gezer | Mark Boylan (Reviewing editor) (2018) An analysis of correlations between prospective teachers' philosophy of education and	Navin Kumar Singh & Mariella Espinoza-Herold (2014) Culture-Based Education: Lessons from Indigenous Education in

(CP Alojado)	According to Robert Eaglestone, however, there is a mistake under the floorboards of the new, knowledge-rich curriculum. It is a mistake that damages and distorts teaching in a number of curriculum subjects, but Eaglestone - a literary critic and theorist - focuses on its disastrous impact on the teaching of literature. Both Hirsch and Young fall prey to scientism: they take knowledge in the natural sciences as a template for knowledge across the board. Eaglestone shows first how scientism is baked into the theories of 'cultural literacy' and 'powerful knowledge', then how the adoption of these theories in schools has disfigured and diminished the teaching of literature. Eaglestone's argument is arresting, timely and compelling. For those tasked with planning and teaching English curricula in schools, his penetrating analysis of where things have gone wrong and how to put them right will be revelatory and transformative. And for those concerned with curriculum theory and education policy more generally, it will reinvigorate and reorient the debate about what is helpful and what is not in the work of E.D. Hirsch and Michael Young.	their attitudes towards multicultural education, Cogent Education The study aims to analyse the correlations between educational philosophy adopted by prospective teachers and their attitudes towards multicultural education. The research data were collected in September 2017 by administering "philosophical preference evaluation scale" and "prospective teachers' attitudes towards multicultural education scale" to prospective teachers. In conclusion, medium level negative correlations were found between attitudes towards multicultural education and modern philosophy of education whereas positive and significant correlations were found between postmodern philosophies of education and attitudes towards multicultural education. The findings obtained through regression analysis suggested that the regression model for predicting teachers' attitudes towards multicultural education through educational philosophies prospective teachers had adopted was statistically significant. Forty percent of the variation for attitudes towards multicultural education was explained by modern philosophies of education and postmodern philosophies of education-which were the sub-scales of educational philosophy.	the U.S. and Southeast Asia, NABE Journal of Research and Practice Cultured–based pedagogy has been positively related to students' socio-emotional well-being, civic engagement, school motivation and higher academic outcomes, particularly with culturally-diverse students is concerned. This paper examines the benefits of culture-based education in the context of indigenous education in the United States as well as in communities in Southeast Asia. It also demonstrates the possibilities that may arise when communities are able to guide the education of their children and ensure meaning to their lives.

Sociology **(JAL Jalac)**	Redefining Cultural Literacy: Emerging Cultural Literacy Initiatives in the Philippines (Janine Patricia E. Santos) It argues that value of culture for a postcolonial society is in how it functions as a point of unity and defense of the oppressed against the colonial experience and the colonizing logic of the market. It situates culture in the context of neoliberal advancements such as the creative economy and shows the potential of having a redefined cultural literacy as a compass for new valuations of culture that balances economic instrumentalism and nation-building.	Cultural Education in the Philippines: An Impact Assessment Government investment in cultural education may be influencing particular participants-scholars in pushing for a more culturally literate population On the question if the NCCA projects have provided reinforcement in enhancing cultural identity, training participants claimed that it has widened their horizon in community culture.	Basic Education and Cultural Heritage: Prospects and Challenges *Mercedes Camille B. Ocampo (PUP)* *Pauline I. Delgado (ADMU)* Pauline Delgado of Ateneo De Manila and Mercedes Cammille Ocampo attempted to integrate the cultural heritage of the local towns of Nasugbu and Balayan Batangas thru the elementary students of these towns . They narrated that cultural heritage goes hand in hand with sustainability of the society. In one of their r related literatures, a study stressed the importance of culturally relevant pedagogy as it uses cultural references that develop a student's identity thereby empowering him academically, socially, and politically (Wu, 2011). Further, Mèndez (2006) By integrating culture-based education in the Philippine education system, ithas the potential to produce a citizen of this country that critically thinks bounded by the identity of his nation thereby creating a better society.

Anthropology **(CL Insigne)**	Hirsch, E.D. Jr., (1988). Cultural Literacy: What Every American Needs to Know . The author reveals that cultural literacy is the key to effective education. He further argues that American children can function in contemporary society if they are culturally literate. In his manifesto, Hirsch defines cultural literacy as a grasp of background information that people already have. Children who lack cultural literacy despite having basic competence in the English language, have little chance of entering the American mainstream. It is very important that everyone become culturally literate because it enables us to compete in this fast-paced world of unending and sudden changes. Also, being culturally literate, talks about the variations and uniqueness of groups of people. Somehow, it sets the boundaries or defines people.	Eales, L.,Gillespie, S., Eckerstorfer, S., Eltag, E.M., Group, G., & Ferguson, G.M. (2020). Remote Acculturation 101: A Primer on Research, Implications, and Illustrations from Classrooms Around the World. Remote Acculturation results from contact with a distant culture via the 4Ts of globalization (trade, technology, tourism, and transnationalism). It was concluded that the prominent role of media in RA presents cost-effective opportunities to promote its benefits (e.g., foreign media can sharpen cultural competence) and proactively buffer its risks (e.g., media literacy for inoculation against poor health habits). e. With the ability to easily transport goods across the world, people from different cultures have access to a wide variety of products imported from distant countries including cars, toys, and clothing. Being able to purchase and consume products from another culture, especially a high-status culture (e.g., U.K., U.S.) allows youth to vicariously participate in that culture (Ferguson & Bornstein, 2015). through RA, individuals can have a multicultural identity that extends beyond their local and national communities (Y. L. Ferguson et al., 2017).	Lopez, Ferdinand M., Philippine Culture-Based Education: Responding to the Challenges of a Nationalist Education. Analysts suspects that Philippines' main problem is its dysfunctional education system. This is due to the fact that it is borrowed, imposed and did not came from the roots of its people. Instead of drawing strength from local setting, it arrogantly asserts its [colonial] superiority. It has suppressed native sensibility. It continues to degrade its traditions, folkways and wisdom in order to embrace global cosmopolitanism. We take for granted our historico-cultural education because our educational system is very colonial in character. The author further points out that K-12 without a strong cultural base is meaningless and irrelevant. Without cultural roots, without cultural memory, without cultural soul our educational system will fail, for in these cultural essentials we find meaning in being human, in being a member of a human and humane society. Culture-based education makes us knowledgeable of our national and local history. It makes us appreciate heritage, language and culture as expressions of

			the Filipino Soul. CBE allows us to connect with and promote dialogues with our SEA neighbors thru common histories and shared cultural connections.
Psychology **(RJ Galloniga)**	Cultural Psychology and Cross-Cultural Psychology. Online Readings in Psychology and Culture. https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1015& context+orpc Cross-cultural psychology as it defined by experts is accomplished in clarifying, operationalizing, and testing issues related to culture, psychology, and their relation. It utilizes standardized tests and measures and variables most successfully when prior research has identified the parameters of the issues to be tested. This kind of Psychology applied in case of Chinese Psychology, as we all know that China is the most populated country around the globe. The paper discussed that cultural psychology can complement cross-cultural psychology to achieve a deeper understanding of culture, psychology and their relationship. This means that the abovementioned kind of Psychology helped the Chinese parents becoming more child-centered, and	Matsumoto, D. (2002). Culture, Psychology, and Education. San Francisco state University. Retrieved from https://scholarworks.gvsu.edu/orpc/vol2/iss1/4/ It is said that making culture part of school curriculum would help the students in understanding the significance of education and learning. In the paper presented by David Matsumoto, he studied the interrelatedness of culture, psychology and education. The study of culture according to him is a prime example of critical thinking in the field, as cross-cultural research begs questions about whether our nations of truth and psychological principles are applicable to people beyond those whom were studied. These three, culture, psychology and education are interrelated to one another. If they work together, at the end, the ultimate aims of cultural education will be realized according to its standards.	Singh, N. & Espinosa-Herold, M (20014). Culture-Based Education: Lessons from Indigenous Education in the U.S. and Southeast Asia, NABE Journal of Research and Practices, 5:1,7-39, DOI. Retrieved from https://www.tandfonline.com/doi/full/10.1080/2639004.2014.12066773 There are many challenges that the indigenous and other multicultural people todays extend well beyond the classroom walls, yet the mind and the behavior of these people is vital to understand and study. It is essential to understand their values, norms, knowledge, beliefs, practices that are the foundation of culture in order to have a higher academic outcome and just society. In this regard, the authors examined the benefits of Culture-Based Education in the United States as well as in communities in Southeast Asia due to some studies like the one that cited by Battiste, 2002 et al that

	children are consequently becoming more demanding and assertive. The one-child policy led parents to spoil their single child, in contrast to having to spread their largesse among several children as in the past. With the kind of methods associated with the culture and psychology, these two are cornerstones of cultural psychology. They provide invaluable materials for cross-cultural psychologists to research.		those educational systems have failed indigenous students by undermining their human rights and academic equity. As a result, indigenous students around the world suffer a lack of academic achievement and lose their innate enthusiasms for learning when subjected to schooling in its conventional form.
Communication **(RM Brual)**	Local languages and literacy in the Philippines: Implications for early grade reading Retrieved from https://shared.rti.org The Philippine Bilingual Education policy emphasizes the need to develop literacy in Filipino as a linguistic symbol of national unity and identity and in English as a language of wider communication. However, many Filipino children begin their education in a language they do not speak of or understand as well as their first language. In this setting, only the learner's first language can provide the kind of bridge to a personal identity that incorporates both an ethic and a national dimension. The author contends that technical model of literacy acquisition that emphasizes literacy	History of Communication in the Philippines in light of Its Cultural Diversity-Bright Hub Education, July 2011 Retrieved from https://www.brighhubeducation.com A reference to the Austronesian speech denotes links to the groups of ethnic languages that were spoken by aboriginal tribes found in Australia. Those that founded new colonies in the nearby islands that would later become known as the Philippines were the indigenous tribes from Taiwan and Malaysia. When the Spaniards came the Ethnic Austronesian languages took on new forms including the Tagalog vernacular. The advent of the American occupation signaled the Westernization of the Philippine natives and the	Aboriginal Language and Culture Based Education Retrieved from https://www.ece.gov.nt.ca The goal of aboriginal language and culture-based education is to provide all students with a school experience that is rooted in the culture of the aboriginal peoples of their community. This includes supporting school programs and learning environments that reflect and promote the values, world views and languages of the community's culture. Aboriginal language and culture school programming helps students learn an aboriginal language. It also integrates Aboriginal culture right into the school

	primarily as an economic skill for use in the workplace cannot achieve the primary goals.	Tagalog vernacular likewise evolve. After experiencing brief period of independence from foreign rule, the educational system stagnated since it was given less focus and attention. Although Tagalog is being taught as part of the curriculum, the public-school teachers throughout the nation resorted to the use of their regions vernacular as a means to teach basic reading, writing and mathematical skills. The history of communication in the Philippines shows how the divergence of language allowed a foreign country to take advantage of a nation.	environment. This programming is meant to be the heart of schools so that students can develop understanding and pride in who they are and where they come from and so all students can appreciate the place and people where they live.
Natural Sciences **(JM Lagustan)**	Science Literacy for All Students: Language, Culture, and Knowledge about Nature and Naturally Occurring Events (Larry Yore, 2008) This research shows how important that the first, native, home, or mother tongue language (L1), cultural and personal beliefs, ontological assumptions, and epistemological beliefs of students be explicitly considered in teaching and learning environments where a different language of instruction (L2) and an English-dominated scientific enterprise (L3) are commonplace. Teaching in today's multicultural classrooms in most countries	The Cultural Context in Science Education (Catherine Hasse and Anne B. Sinding, 2012) As we all know, Natural Science is a branch of science that deals with the study of physical world. In this paper written by Hasse and Sinding, they stated in one of their conclusions that we humans speak and act as though our motivations spring from a free will and our emotions from inner psychological states. This line of thought conflates with a general understanding in science education, which assumes anyone who studies hard enough can learn to become a scientist.	Cultural Aspects of Learning Science (William W. Cobern and Glenn Aikenhead, 1997) Students need a contextualized approach to teaching science that draws upon the cultural worlds of students and makes sense in those worlds. We need to develop teaching methods that engender autonomous acculturation and/or "anthropological" and cultural in instruction. This research also states that it will be easier among the students to analyze and understand science concepts through the use of some methodologies and

	requires understanding of the three-language issue. Research inquiries into language, literacy, and science issues must consider the values, beliefs, and practices and the traditional knowledge about nature and naturally occurring events embedded in language and culture. Cultural restoration, environmental literacy to survive, and other priorities are competing goals with acculturation into western science discourse communities for some peoples.	In addition to that, connections may change over time, but can have real effects on the development of emotion, motivation as well as thoughts. Cultural models and the Vygotskyan framework (The Frameworks used in this research) may be an important contribution to our deeper understandings of why it is so hard to motive girls and women to become physicists in some national cultures and easier in other national cultures.	approaches that can applied in both field of study: Science and Culture as supported by different sub-studies and evidences stated by the researchers. They also concluded that, Cultural aspects of learning science means that learning results from the organic interaction among: (1) the personal orientations of a student; (2) the subcultures of a student's family, peers, community, tribe, school, media,etc; (3) the culture of his or her country or nation; and (4)the subcultures of science and school science. Much more research and development are needed to understand this organic interaction more clearly and to provide appropriate learning experiences for all students.
Education **(JMT Ballovar)**	Glances: Prehistory of the Philippines. Before we can truly understand the future, we must look back to the past. That past tells us of how we become as Filipinos and how our culture came to be. However, there gaps existed for such history to transpire nowadays. According to the author, since not all aspects were recorded, our stories were not properly	Cultural Education in the Philippines: An Impact Assessment. The authors assessed the effect of the programs implemented by the National Commission for Cultural Education—implemented projects faithful to the Philippine Cultural Education Program, which shows positive impact to the teacher-scholars. Their study shows that such participants	Culture-Based Education in State Universities in the Cordillera Administrative Region, Philippines. The author conducted a study to explore how the use of teaching methods, choice of assessment methods and course content affected culture-based education in state universities in the Cordillera Administrative

	documented. That is why research is highly commendable to fill those gaps. In this, digital days we live in, it is up to us on how we educate our young learners about how our past stories transpired in order for them to be culturally literate. Dr. Jesus T. Peralta, the author, stated that as the research into the past continued, changes continually take place in the prehistoric story as new data are uncovered. Uncovering data of the past, and inserting it with our curriculum might give a positive outcome for our goal, which is to educate our younger generation with our culture. Being able to understand our culture fully and deeply, giving them a better picture of our history might lead to a meaningful cultural literacy.	were given opportunities to further improve and know themselves in cultural education and enhance their skills in teaching. Quality teachers lead to quality learnings, thus creating quality students. This study only proves that the program initiated by NCCE and PCEP is a successful one, which could greatly help in the uplifting of the culture spirit on our education system.	region. The study determined that there are prejudices and stereotypes in the culture diverse educational setting. These results prompted Martin to recommend culture-based learning strategies that could help teachers and administrators to address the problem. She further desires those institutions who wants to enact culture-based education must be fully committed in the longest time possible. She further accentuates that the inclusion of culture, in all its depths and definitions, must emanate throughout the curriculum design process and that school administrators that desire to enact culture-based education must have a vision and a strategy, and the strategy must include leadership, funding resources, and a willingness to pay the cost. Above all, this study is substantial to all individuals in the academe who wishes to uphold our culture in our education.
National agencies/ organization **(JM Laderas)**	OECD (2018). *Culture and* *local development*. Retrieved from https://www.oecd.org/cfe/leed/venice-2018-conference-culture/documents/Culture-and-	Bonnet, Maria & Melegrito, Ma & Songco, Evelyn & Caranto, Melfi & Magat, Henry & Hernandez, Philippe Jose. (2018). *Cultural Education in the Philippines: An Impact Assessment*. Asia-Pacific Journal of Student Affairs, 3, 1-30. Retrieved from	Abadiano, B. (2010). *Culture-Based Education Programme for Indigenous Children & Youth in the Philippines*. Retrieved from https://www.gcedclearingh

	Local-Development-Venice.pdf All government organizations are deemed to have a leading role in cultural literacy by establishing partnerships with institutions that promote cultural activities of national magnitude, such as the conservation of cultural heritage as they ensure the provision of a minimum level of services throughout the country. Also, both national and local agencies should manage the mobility of products, artists and cultural companies, by managing the intellectual property or by regulating training. As local governments develop actions in the cultural field, directly or indirectly through actions in sectors such as education, health, housing and transportation, central governments increasingly intervene as a facilitator but no more as a leader. For example, they help local authorities to establish cultural facilities and services such as libraries, museums, live performing arts venues symphony orchestras, opera houses, etc. Decentralization gives the opportunity for a larger involvement of the local community. The focus is on the power/ability of arts and culture to bring people together, bonding and	https://www.researchgate.net/publication/341100427_Cultural_Education_in_the_Philippines_An_Impact_Assessment The role of any government agencies and offices on cultural literacy, education and appreciation results to broader awareness, understanding and appreciation of culture and the arts. It is through the joint partnership of social institutions in providing programs centered on cultural education. Any national and local arm empowers cultural workers, making them agents of transformation in their locality. The various interventions and funding from government and cultural institutions and programs such as cultural mapping transforms relationships among households, families, communities, and the environment. On sustainable preservation and management of cultural heritage at the local level, there were efforts undertaken to articulate the historic, economic, and cultural context of the community through a comprehensive inventory of cultural heritage. There are projects and programs all over the Philippines which are	ouse.org/sites/default/files/resources/ebp_19_philippines__.pdf Culture-based education program such as Pamulaan is responsible for responding to the indigenous elders dream for a relevant and culture-based education programme. Culture-based education in IP communities should be a joint venture of government, NGOs and indigenous elders and professors, as well as other academics to integrate indigenous knowledge systems and practices and peace building initiatives to better promote and advocate CBE. Targeting the marginalized members of indigenous communities is a foundation in strengthen the culture-based education programme and peace advocacy. An inclusive culture-based education for IPs combines peace advocacy with concrete development initiatives that address social disparities and inequities in conflict-vulnerable areas. Among the key factors that drive the implementation of any CBE programme is

	bridging where cultural literacy becomes the result.	supported by NCCA that promote culture and arts development with efforts to enhance the local evolving identity and evidences of culture and arts programming in the local context.	the embedding of the education process in its life cycle. The indigenous peoples' culture is one of the basic foundations indeveloping the learning modules and materials for an inclusive CBE for the IPs.

Group 2

Lamac, Kate
Lanete, Micha
Leyco,Marco Alexander
Lozanta,Joseph
Luci,Myra
Madriaga,Vince Justin Roland
Magno,Rizalyn
Magramo Rico

Discipline	Cultural Literacy	Cultural Education	Culture-Based Education
Philosophy	E.D. Hirsch Jr. coined the term "cultural literacy" in 1987. He used the term to imply that just as literate people are fluent in reading and writing, culturally literate people should be fluent in their cultural heritages, histories, literature, art,	Cultural education consists of the capacity for reflection. Children and also youngsters in cultural education learn to reflect upon their own culture, culture of others and culture in general. And this capacity for reflection is in principle trained in many different forms, but	Jessie Grace S. Martin recommends that institutions that desire to enact culture – based education need to make full commitment to the effort. She also addressed the inclusion of culture , in all its depth and definitions ,

	politics and the like. Developing cultural literacy is crucial in the modern classroom, in that the increasing diversity of the student population necessitates understanding and appreciation of others' experiences, backgrounds and cultures. Cultural literacy helps students interact and collaborate effectively, both of which will be necessary skills in their lives after graduation. According to educational theories such as Vygotsky's Social Development Theory, learning occurs in the social context of a community. As such, a deeper understanding of diversity in one's community should improve learning. This means that cultural diversity is our greatest educational resource.	oftenly, through the arts and culture. The arts are one of the main forms of self-consciousness, cultural self-consciousness but also philosophy, science and also lessons for example in citizenship. Through cultural education, teachers could instill a philosophy centered in communal and societal improvement and identity strengthening.	that must emanate throughout the curriculum design process. This is necessary to meet national and global challenges in a culture rich educational environment. Culture-based education in higher education requires high level commitment among advocates and champions at different levels. The writer wants to include culture as a topic or in a curriculum. Culture- based education must be established in higher education. Everyone must have a vision and strategy to enact culture based education. It is good that culture- based education was given importance in the topic
Sociology	E. D. Hirsch, an American educator and literary critic, invented the phrase "cultural literacy" to describe the capacity to understand and participate fluently in a particular culture. A culturally educated individual can converse with and comprehend people from various cultures with ease. Individuals and the society they live in both benefit from cultural literacy. One's cultural literacy will assist them in successfully interacting with individuals from various backgrounds as an individual. It helps one to	"Successive crises in the Filipino nation's life have led many thoughtful analysts to suspect that the country's main problem could be the dysfunctionality of the entire educational system. This system, largely borrowed and imposed from without, has failed to spring roots in the soul of the people. Instead of drawing strength from the local milieu, it arrogantly asserts its [colonial] superiority…In the name of nationhood, it has suppressed native sensibility. It continues to denigrate traditional folkways and wisdom in the name of global	Culture is at the heart and foundation of culture-based education, government, and long-term development. It aims to raise knowledge, understanding, and appreciation of our arts, history, geography, and heritage among Filipinos, leading to the formation of a consciousness that will improve our quality of life. As Ferdinend Lopez, a previous Vice-chair of the Cultural Education Committee of the Sub-commission on Cultural Dissemination of the

	develop a critical cultural perspective, especially if they are part of the 'dominant culture': instead of taking your own cultural beliefs and practices for granted and seeing them as 'normal', you can see them in the context of many cultures and evaluate their strengths and limitations (Flavell, Thackrah & Hoffman, 2013). Cultural literacy contributes positively to the society in which you live. It ● reduces prejudice and inequality based on culture, ● increases the value placed on diversity, and ● increases participation in the social practices of that society, including access to institutions and services (Anning, 2010). When culturally competent people wield power in organizations such as colleges or government agencies, for example, they can ensure that people from various cultural origins have equal access to education and services.	cosmopolitanism." This statement from Randy David, a Filipino journalist, sociologist, and intellectual presents an long-existent issue in the education in the Philippines - a salient sector of the society that is colonial-based/inspired and continues to exist as so despite the persistent efforts to successfully integrate the "soul" of the society a.k.a one's culture.	National Commission for Culture and the ArtsIn the Philippines, posed, "a CBE in the Philippines envisions to develop a nation of culturally literate and empowered Filipinos are not only patriotic and ardent nationalists but at the same time, responsible and committed global denizens as well"
Anthropology	Fiona Maine and Victoria Cook stated in their Research that the monologic understanding of cultural literacy reflects a notion of culture as an objective, static and top-down imposed value system transmitted to future generations through selected cultural canons. It is argued that culture should be taught explicitly in the language classroom, and that the anthropological theory of cultural relativity is useful in	In Culture Based Education and Its Application to K+12 Curriculum study of Carolino, it was cited that there is an existing problem in the Cultural and Educational System framework in the Philippines because culturally responsive teaching infuses family customs—as well as community culture and expectations—throughout the teaching and learning environment. By providing instruction in a context	Re-viewing of culture and education analysis of ASSOC. PROF. FERDINAND M. LOPEZ resulted to: Culture-based education builds bridges and promotes dialogues with our Southeast Asian neighbours through common histories and shared cultural connections in the region. Culture based education study resulted in developing the cultural skills and competencies

	creating a judgment-free atmosphere. Both teacher and students should become amateur anthropologists, exploring and testing their own and each other's cultures. The language classroom should be the neutral territory between two cultures, where cultural patterns and attitudes can be freely discussed. This approach would alleviate many of the psychological problems inherent in language teaching and learning. The use of an anthropological approach to language teaching enables students to gain communicative as well as linguistic competence and provides interesting and relevant content with which to practice linguistic structures. The teaching of culture can be integrated with all aspects of language teaching. Some suggestions for techniques are given. The possibility of using this approach to language teaching with speakers of a minority or non-standard language is also discussed. Both teacher and students can learn a great deal if they become partners in mutual inquiry of their own and each other's cultures, using anthropological literature and their own knowledge as resources.	meaningful to students and in a way that values their culture, knowledge, and experiences, culturally responsive teaching fosters student motivation and engagement. In certain projects: students study statistics and probability, but instead of using generic charts and graphs, students create timelines and graphs with data they collect from their family members. This is an example of standards-based mathematics that is hands-on, includes the students and their families, and connects them to meaningful learning."	needed in interacting with other people and culture. In this method,analyzation result of the author would help break the gap of the marginalized group of people living in the community to access education where culture was integrate in the lesson and it somehow helped the community to easily adopt to the changes in the educational system that may happened. By reviewing the culture and education system, the author would identify on what to suggest for possible change to be adopted in order to make the Philippine educational system stronger.
Psychology	The Filipino psyche, in terms of cultural appreciation, often curbs to cultural commodification and issues in cultural appropriation. This is an interesting issue rooting	Indigenization of education is crucial to modifying, or more appropriately, refreshing the Filipino psyche. However, the westernized education system is prominent in Philippine	Education's affective and cognitive aspects aim to influence students' way of thinking and emotional biases towards stimuli in his/her environment.

	from the colonial influence and affluence to Filipinos--giving birth to neocolonial society with a neocolonial psyche. The Filipino psyche present in Hau's research in Philippine Literature and nationalist discourse, reverberates the stoicism of the Filipino mass. Literatyre presents the issues	education. More or less, western principles, ideas, culture, and concepts are being fed to Filipino students. This led to formation and honing of Filipinos in western facade with small to no preference in Filipino essentialism. For instance, some white Americans typically consider raised voices to be a sign that a fight has begun, while some black, Jewish and Italian Americans often feel that an increase in volume is a sign of an exciting conversation among friends. Thus, some white Americans may react with greater alarm to a loud discussion than would members of some American ethnic or non-white racial groups.	Incorporation of indigenous cultural icons and/or ideas in education will greatly help in suggesting national discourse in the student psyche. However, this contradicts with the modernist and capitalist industry 4.0 that directs education to manufacture be culturally socialized. In this regard, an educated person is a cultured person, a person whose learning has been cultivated through the values, goals, and practices of particular educational approaches.
Natural Sciences	The people need to understand the importance of maintaining balance in nature and in using natural resources. Natural resource excessive exploitation results in abusive usage of these resources. Through cultural literacy and indigenous knowledge, the community will be educated in the relevance of maintaining ecosystem balance and controlled usage of resources and generosity of giving proper care and protection of the environment.	Indigenous knowledge is important in cultural education. This educates the people regarding the maintenance, preservation, and protection of the environment. In Fast's article, he states the significance of indigenous voice, in its own tongue, in shaping culture and culture that will be inherited by generations. Through cultural dialogues centered in the intertwined man and nature, Filipino culture of "pakikipagkapwa" could be extended to nature and environment.	There is more than one valid voice shaping Philippine culture. We have seen the importa nce of the indigenous voice, using its own language, in shaping culture. We have also seen the importance of the external voices, including those of the colonizers, in shaping culture. But we have also seen when voices engage in dialogic and which creates a group of cultures, each identifiable as both Filipino and the other
Education	The text contains inspiring stories of promising practices along with an exclusive set of practical tools and activities to support program reflection	t takes a reader on the brighter side journey into the lives of nine young African American mothers facing issues related to single parenthood and poverty.	The topic talks about the skills and other dilemmas of a progressive black educator and a silenced dialogue. The author

	and development. Included are the moving voices of youth and an informative framework speaking to the importance of culture and language in the lives of young people. Because of culture, we learn to expand our horizon in dealing with other people around us in races, religions or in color. I believe in a saying that our background will determine our future. We must learn how to go beyond our ancestries and prospect what comes next.	One greatest thing that I can get from the source is the challenge of how to live a life being a parent at a very young age and to support their children amidst the crisis and a challenge of a young mother with limited resources. We are certain that this scenario was critical and addresses social issues. The writer wants to persuade the reader to inspire other young generations around the globe to not take too seriously in taking into family but focusing on what truly matters.	explores how teachers, especially those with progressive teaching methods, need to examine how they are helping or impeding minority or low income students' access to the power that mainstream society and institutions have invested in english. The conclusion of the topic is that there are many academic problems attributed to children because of their color and because of their being are actually the result of miscommunication. It struggles with the balance of power and dynamics afflicting the system. The source or the topic is relevant to my work because I cater to students with multiple intelligences. Each learner has its own quality and every quality is unique. As a teacher we need to understand other cultural backgrounds and accept their identity or differences.
National Agencies/ Organization	Brenda Fajardo's paper tackles the understanding of folk arts as essential in realizing the importance of one's culture and recognizing its value in the local community. Every art (product) made by the particular community is proof of their values and beliefs.	In this article, the author recognized the richness of sculpturing in Paete. Every process the artist made has its own value and importance in creating a masterpiece.	In this article, the author recognized the richness of sculpturing in Paete. Every process the artist made has its own value and importance in creating a masterpiece.

Group 3

Malco, Ana Jessa J.

Maningas, Eric J.
Manilisis, John Earl M.
Mansalapus, Aljon M.
Marciano, Jolibee L.
Mendoza, Jing-Jing L.
Mogol, Joanne C.
Morong, Ronalyn R.

Discipline	Cultural Literacy	Cultural Education	Culture-Based Education
PHILOSOPHY	Harvard professor Jerome Bruner notes, "culture shapes mind...it provides us with the tool kit by which we construct not only our worlds but our very conceptions of ourselves and our powers." He further states that "you cannot understand mental activity unless you take into account the cultural setting and its resources, the very things that give mind its shape and scope. Learning, remembering, talking, imaging: all of them are made possible by participating in a culture"	A growing number of schools serving indigenous communities agree with these premises conceptually. The task as we envision it is to accomplish this in a culturally compatible and supportive environment	Learning, remembering, talking, imaging: all of them are made possible by participating in a culture" (Bruner, 1996, pp. x-xi). A child's education must include social, emotional, and ethical competencies as well as academic priorities
SOCIOLOGY	De Leon, Felipe, Jr. "Cultural Identity and Development," from Suri Sining: *The Art Studies Anthology*. Reuben Canete, ed. The Art Studies Foundation, 2011. Retrieved September 5, 2021 from https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.pana.com.ph/fyeo/materials/Filipino%2520Cultural%2520Identity.pdf&ved=2ahUKEwiN5aXbnOfyAhUbed4KHa2eBGQQFnoECC8QAQ&usg=AOvVaw2r3hc_IoR-RHEs33cQApzj Details:	De Leon, Felipe, Jr. "Cultural Identity and Development," from Suri Sining: *The Art Studies Anthology*. Reuben Canete, ed. The Art Studies Foundation, 2011. Retrieved September 5, 2021 from https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.pana.com.ph/fyeo/materials/Filipino%2520Cultural%2520Identity.pdf&ved=2ahUKEwiN5aXbnOfyAhUbed4KHa2eBGQQFnoECC8QAQ&usg=AOvVaw2r3hc_IoR-RHEs33cQApzj Details:	De Leon, Felipe, Jr. "Cultural Identity and Development," from Suri Sining: *The Art Studies Anthology*. Reuben Canete, ed. The Art Studies Foundation, 2011. Retrieved September 5, 2021 from https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.pana.com.ph/fyeo/materials/Filipino%2520Cultural%2520Identity.pdf&ved=2ahUKEwiN5aXbnOfyAhUbed4KHa2eBGQQFnoECC8QAQ&

	• There are three main Value- Orientations Engendered by Core Value of Kapwa namely: (1) Filipinos love to connect, especially to people; (2) Filipinos like to experience the multidimensional wholeness of life; and (3) Filipinos are highly participatory. Note: • In appreciating Philippine culture, we have to first understand every single detail of it as well its development. This reference gives us details of identities of Philippine culture and how it differs from other cultures.	• **Filipinos love to connect, especially to people** -Filipinos are happy being together- when they eat, sleep, work, travel, pray, create or celebrate. They like to feel connected to the world, God and nature, but most of all to people. - Filipinos at their best- are highly nurturing, caring, sharing maternal orientation and definitely not a loner. • **Filipinos like to experience the multidimensional wholeness of life** - Filipinos do not like a partial, fragmented view of life; they like to see life as a whole. the more we know about someone, the greater our chance of finding something in common with this person and establish a connection, thus, a Filipino is not happy just knowing another person's name. he would also inquire about his work, hometown, relatives, marital status, even his salary. • **Filipinos are highly participatory** - Filipinos demand collective, equal participation in the creative process, decision-making and self-determination. No one must have a monopoly of the decision-making process. Therefore- everybody must have an active role, no matter how small (salimpusa). • - Filipinos prefer consensus as a mode	usg=AOvVaw2r3hc_IoR-RHEs33cQApzj Details: • The persistence of a Western concept of art that still prevails in our academic institutions and in the minds of the so -called "educated class" • The article empowering the important step towards restoring pride in being Filipino is embarking on a serious program for cultural awareness and education. • The excellence in arts is a powerful magnet around which national unity may evolve. Note: The said source may be used both in cultural literacy and cultural educational. In leu to programs appreciating Philippine culture this source – Cultural identity and Development may likewise be used as reference in integrating understanding of Philippine culture and how it was then developed.

		of reaching decisions or settling conflicts.	
ANTHROPOLOGY	**Jocano, F Landa** **Philippine Prehistory** **Jocano's Theory** also known as the **Evolution Theory**, Jocano's theory proposed that there weren't actually particularly clear or distinct 'waves' of migration taking place in the Philippines. Instead, he suggested that there was a long and continuous process of evolution and movement of early humans.	**Jocano, F Landa** **Philippine Prehistory** As one of the Philippines' foremost anthropologists, he played a significant role in developing and deepening the understanding of Philippine society, culture, and prehistory. He played a key role in developing the content and direction of the graduate program in Philippine Studies as well as the training programs for government personnel of various government agencies such as the Foreign Service Institute of the Department of Foreign Affairs, Department and the National Defense College. As the head of the Asian Center Museum Laboratory, he spearheaded the collection of cultural materials and photographs of ethnic groups across the country for use in graduate studies and appreciation, primarily of scholars and students. He strongly argued for the rereading of pre-colonial history and challenged the overly diffusionist slant of early works on this period.	**Jocano, F Landa** **Philippine Prehistory** "The First "Filipinos" Many historians and scientists believe that the first inhabitants of the Philippine islands emerged during the Pleistocene period. There are two theories on where the inhabitants (first Filipinos) came from namely: Beyer's "Migration Theory" and Jocano's "Evolution Theory". Noted social scientist Henry Otley Beyer believes that Filipinos descended from different groups that came from Southeast Asia in successive waves of migration. Each group had a distinct culture, with it's own customs and traditions. While Jocano believes that Asians, including Filipinos are the result of a lengthy process of evolution and migration. He disputes Beyer's belief that Filipinos descended from Negritoes and Malays who migrated to the Philippines thousands of years ago. According to him, it is difficult to prove that Negritoes were the first inhabitants of this country. The only thing that can positively concluded from fossil evidence, he says is

			that the first men who came to the Philippines also went to New Guinea, Java, Borneo, and Australia.
PSYCHOLOGY	**Enriquez, Virgilio G, Sikilohiyang Pilipino** Salazar (1985b), through his analysis of indigenous history and culture of the Filipinos, points out the internality-externality component in the Filipino personality. The Filipino language has two words for the English word ‘‘honor’’: puri and dangal. Puri refers to honor which is physical, such as that bestowed through compliments or applauses for a good performance, thus external. It can also refer to virginity which is a virtue expected of unmarried Filipino women. Dangal is honor from within – knowledge of one’s true worth, character, achievement and success. It can be acknowledged through an award or a tribute (parangal, which is actually pa-dangal) but even without such gestures from outside, it is within you. Thus, a poor person who is a kind and honest person and respects the dignity of hard work has a lot of dangal. A woman who was raped is not stripped of her dangal even though her puri was taken away. Other examples of internality-externality includes saya and	**Enriquez, Virgilio G, Sikilohiyang Pilipino** Another aspect of Filipino personality that was given attention by the Sikolohiyang Pilipino perspective is the propensity for indirect communication. Part of our socialization is being sensitive to non-verbal cues, having concern for the feelings of others, being truthful but not at the expense of hurting others’ feelings. This has made the sharpening of *pakikiramdam* (shared inner perception) a particularly desirable skill in many situations involving Filipino social interaction. *Pakikiramdam* is a request to feel or to be sensitive to. It is a shared feeling, a kind of ‘‘emotional a priori’’. Pakikiramdam is especially useful in conducting research in the rural areas. Filipinos find it difficult to refuse when asked directly to participate in an interview or survey. But if you have pakikiramdam, you can tell from their body language or the tone of their voice that the participation they will show is ‘‘half-baked’’, thus not valid. If you have taken the time to understand their cultural ways, you will know that it is very important to spend time	**Enriquez, Virgilio G, Sikilohiyang Pilipino** Enriquez was critical to of this approach to the study of Filipino values. He encouraged Filipino scholars to take a second look at these values using a Filipino orientation. Social scientist Lagmay, Salazar, and Bonifacio took up the challenge in their own research. These three Filipino values are *Bahala na, Hiya and Utang na loob.* Enriquez dare to speculate that there is an element of wanting to promote reciprocity which is useful for maintaining the image of the colonizer as benefactor. But looking at *utang na loob* more closely in the context of Filipino culture, it is actually means “gratitude/solidarity” it is not necessary a burden as the word “dept” connotes, because in the Filipino pattern of interpretation relations, there is always an opportunity to return a favor. It is not absolutely obligatory in the immediate future, for the opportunity to show *utang na loob* come only in the

	ligaya for the English word ‘‘happiness’’; pigil and timpi for ‘‘control’’; and dama and damdam for ‘‘feel’’. This is not to say that this internal-external dimension is unique to the Filipinos, but this is something researchers should be conscious of when trying to understand the Filipino personality	establishing rapport, letting them ‘‘interview’’ you first so they would feel comfortable enough to disclose their opinions, knowledge and experiences to you	next generation, may be not in your lifetime.
COMMUNICATION	The singers or the members of P-POP group “ALAMAT” used their song and music video “KASMALA” as their medium of communicating their message to the world. Their music video went viral not only because of its aesthetics, but also because of the deep historical and cultural meaning behind it. The song, particularly its music video, features how Filipinos became a victim of colonialism. Scenes were portrayed from contexts such as 1904 St. Louis World fair where fair organizers brought Filipino natives and other tribespeople from different countries to the fair in America and displayed them as if they were animals in a zoo. Another one is the scene depicting a picture of President McKinley giving the native Filipinos their “first bath”. And lastly, scene that showcases a sign with words “POSITIVELY NO FILIPINOS ALLOWED” written on it.	Communication isn’t always about the usual transfer of information through oral or written mediums. Sometimes, communication is best done via expressions of art on films, plays, paintings, songs and other related media platforms. The song KASMALA could be used as an example for students if you want to introduce them or catch their interest on a lesson regarding American colonization and cultural issues like “asian-hate”. The music video features an opening scene with a shot of a man in G-strings whose hands are tied like a prisoner, the video then dissolves to a poster of the 1904 St. Louis World’s Fair in Missouri, USA, where one thousand Filipino tribal folks were transported for display in “the largest human zoo in world history.” To recall, the Filipino natives were exhibited in a large area of the fair called the Philippine Reservation, reported in media as “an act of psychological	The song is communicated through seven Filipino languages. Meaning, it attempts to communicate, represent and educate seven different cultures in the country. These Filipino languages are: Tagalog, Ilocano, Waray-Waray, Bicolano, Kapampangan, Hiligaynon and Bisaya. “We sing in different languages as much as we can, because we want to show the whole world that it’s cool to hear Filipino languages,” the group said. The same approach could be best applied teaching or providing students cultural-based education. “The idea is, if we seek to genuinely embody the Philippines, Alamat should reflect the country’s cultural and linguistic diversity,” the group explained.

	These scenes from the music video held a dark history that one would understand if he/she is culturally aware or literate about the Philippines, particularly on the time when we were colonized by the Americans, or what ALAMAT characterized literally as "the whites" (they literally wore all white in with white masks in the video).	warfare," an effort to proclaim US conquest of the Philippines after the Fil-American war. "It's our way of paying tribute to the Filipinos, who suffered and endured hate in a foreign land," they said. "Instead of looking at them as victims, we want to look up to them as brave, strong men whose stories need to be shared with the next generation." In a generation where the youth mostly spend their time on media, we need more artists who can share a message and educate our culture to the youth through their means of communication, whatever it is.	
NATURAL SCIENCES	**(Filipino Cultural Identity by Felipe De Leon Jr)** De Leon, Felipe, Jr. "Cultural Identity and Development," from Suri Sining: The Art Studies Anthology. Reuben Canete, ed. The Art Studies Foundation, 2011. https://www.pana.com.ph/fyeo/materials/Filipino%20Cultural%20Identity.pdf The article of Felipe De Leon about Filipino Cultural identity's first core talks about **Filipino's love to connect, especially to people**. Filipinos are known for having a tight family connection or even known for being so friendly and happy people. Scientific studies shows that strong	**(Filipino Cultural Identity by Felipe De Leon Jr)** De Leon, Felipe, Jr. "Cultural Identity and Development," from Suri Sining: The Art Studies Anthology. Reuben Canete, ed. The Art Studies Foundation, 2011. https://www.pana.com.ph/fyeo/materials/Filipino%20Cultural%20Identity.pdf The second core of De Leon's article which is **Filipinos – at their best -Are a highly nurturing, Caring, sharing people, With a strong maternal Orientation, and Definitely not loners.** Filipinos are very happy people, in spite of disasters, calamities we still manage to stand and face life with	**(Filipino Cultural Identity by Felipe De Leon Jr)** De Leon, Felipe, Jr. "Cultural Identity and Development," from Suri Sining: The Art Studies Anthology. Reuben Canete, ed. The Art Studies Foundation, 2011. https://www.pana.com.ph/fyeo/materials/Filipino%20Cultural%20Identity.pdf Filipino Cultural Identity's third core F**ilipinos are highly Participatory** Filipinos demand collective, equal participation in the creative process, decision-making and self-determination. No one

	relationships with other family members can help raise self-esteem and reduce anxiety for some young people who grow up in homes affected by parental domestic violence especially in this time of pandemic.	positivity. This culture of ours save many lives unlike in other countries, they can't face life challenges mentally thus ending their life is their solutions. According to scientific studies, prior to COVID, heart attack is the deadliest and most traitor illness in the world. Cultural education is important in terms of reflection. Children and also youngsters in cultural education should learn to reflect upon their own culture, culture of others and culture in general.	must have a monopoly of the decision-making process Everybody must have an active role, no matter how small (salimpusa) In Biology we call it as feedback mechanism which means it is a physiological regulation system in a living body that works to return the body to its normal internal state, or commonly known as homeostasis. All the system in our body should work together. There are two types of feedback mechanisms; these are positive and negative feedback mechanisms. Balance in everything is important. It will give us peace and happiness
EDUCATION	Boonet, Ma. Paquita D. Caranto,Melfi Hernandez, Philippe Jose S. Magat, Henry G. Meliegrito, Ma. Lourdes Songco, Evelyn A. Cultural Education in the Philippines: An Impact Assessment Cultural Literacy means being able to understand the traditions, regular activities and the history of a group of people. It stated that Philippines is a culturally diverse nation estimated to have 110 linguistic groups living in over 7000 islands.	Boonet, Ma. Paquita D. Caranto,Melfi Hernandez, Philippe Jose S. Magat, Henry G. Meliegrito, Ma. Lourdes Songco, Evelyn A. Cultural Education in the Philippines: An Impact Assessment The aim of this research is to assess the impact of implemented projects of the Philippine Cultural Education and other programs. The researchers reiterated the success of the projects and programs of National Committee on Cultural	Boonet, Ma. Paquita D. Caranto,Melfi Hernandez, Philippe Jose S. Magat, Henry G. Meliegrito, Ma. Lourdes Songco, Evelyn A. Cultural Education in the Philippines: An Impact Assessment The NCCED, PCEP,NCCA implemented projects and programs in our Culture and Heritage. In this research it was found out that through various NCCEC

	Based on this research and also based on the data presented, it demonstrates the awareness of teacher in culture and arts, the strategies which can teach students the deep understanding of our culture, and deeper valuing of our cultural heritage.	Education, Such as the GDCE Program,Kaguruang Maakabayan National Consultative Workshop Series, etc. It shows that NCCED has programs and projects which will give us awareness of how important Cultural Education I, also based on the data presented, cultural education programs identified an increase in awareness of teachers in pedagogical knowledge, and teaching strategies.	interventions, the respondents got inspired with creative and excellent Filipino products: they have increased their elf confidence in teaching and in professional life. As a teacher it Is important to have this kind of Programs and projects for us to teach values beliefs and traditions through the culture. Culture is the foundation of education, sustainable development, and governance in Culture based education.
NATIONAL AGENCIES/ ORGANIZATION	Culture as a Vital Tool in Addressing Climate Change Issues (and why NCCA is taking steps By Mrs. Cecile Guidote-Alvarez https://ncca.gov.ph/about-culture-and-arts/in-focus/culture-as-a-vital-tool-in-addressing-climate-change-issues-and-why-ncca-is-taking-steps/ We believe culture can be a very effective creative communications effort to focus on the understanding of scientific data to forge the conscience and the collective will to address climate change through diverse artistic manifestation from comics to cinema to all forms of visual arts, music, dance, literature, theatre, eco-based architecture. Artists and all sectors if the society must work together in order to	Culture as a Vital Tool in Addressing Climate Change Issues (and why NCCA is taking steps By Mrs. Cecile Guidote-Alvarez https://ncca.gov.ph/about-culture-and-arts/in-focus/culture-as-a-vital-tool-in-addressing-climate-change-issues-and-why-ncca-is-taking-steps/ In our country, our government has responded to the importance of education and culture as vital tools to popularize science and engender participation in a national agenda. President Gloria Macapagal Arroyo has issued Proclamation No. 1667 declaring November 19 to 25, 2008 and every year thereafter as “Global Warming and Climate Change Consciousness Week.”	Culture as a Vital Tool in Addressing Climate Change Issues (and why NCCA is taking steps By Mrs. Cecile Guidote-Alvarez https://ncca.gov.ph/about-culture-and-arts/in-focus/culture-as-a-vital-tool-in-addressing-climate-change-issues-and-why-ncca-is-taking-steps/ The National Commission for Culture and the Arts (NCCA) has been an active part of the interagency organizing committee for the Climate Change Consciousness Week held from November 19 to 25 this year, which has been aptly proclaimed by PGMA in order to raise the awareness and forge the concerted will to address

	build Noah's Ark through the signing of the urgent Copenhagen Agreement that is crucially needed to save Mother Earth and guarantee mankind's survival.		climate change disasters. The NCCA, chaired by Dr. Vilma Labrador, participates in providing creative communications and information modules towards this endeavor designed and coordinated by the office of the Executive Director. A mural created by the Arts Association of the Philippines (AAP) as commissioned by NCCA is now enshrined in the office of the United Nations Framework Convention on Climate Change (UNFCCC), which is under the direction of Mr. Yvo de Boer.

Group 4

Murillo, Anthony E.
Nepomuceno, Rufina L.
Nocum, Hannah Cinkee O.
Oliveros, Krizzia M.
Olpot, Lovely M.
Palacios, Jonnel A.
Perolino, Ann Margaret
Vitto, Clarissa L.

Discipline	Cultural Literacy	Cultural Education	Culture-Based Education
PHILOSOPHY			
SOCIOLOGY	De Leon, Felipe Jr. M., Filipino Cultural Identity	Mercene, Julia. Francesca.V. (2017) The Life Of Julia	Sakili, Abraham P. Space and Identity:

	▪ In this article, the author discussed about the three main Value- Orientations Engendered by Core Value of Kapwa and these are; (1) Filipinos love to connect, especially to people; Filipinos are happy being together- when they eat, sleep, work, travel, pray, create or celebrate. They like to feel connected to the world, God and nature, but most of all to people. (2) Filipinos like to experience the multidimensional wholeness of life; - Filipinos do not like a partial, fragmented view of life; they like to see life as a whole. (3) Filipinos are highly participatory. - Filipinos demand collective, equal participation in the creative process, decision-making and self-determination. No one must have a monopoly of the decision-making process. Peralta, Jesus T., Cultural Evolution ▪ In this article the author pointed out the positive and negative aspects of cultural development. According to him, the	Hidalgo Y Maano: A Documentary Write Up. The author Julia Francesca V. Mercene investigate, examine and analyze the Life of Julia Hidalgo known as a local saint and mystic Inang Uyang. She traced the age, the location, relationship and background knowledge about Julia Hidalgo. The author also explore the relationship of Inang Uyang to the Our Lady of Assumption. The study revealed that there is a common misconception about the saying or as it is called upon— as the Feast, should supposedly be called the, "Pa-piyesta ni Inang Uyang" and not the "Feast of Inang Uyang". A possible cause that made it erroneous might be because of the continuous passing of knowledge only through mouth, causing misconception of the background information already known. This affected the structure and the true meaning of the "feast" causing misconception, misinterpretation and misunderstanding. ▪ Ma. Paquita D. Bonnet (DLSU) Melfi Caranto (JRU) Philippe Jose S. Hernandez (UST)	Expressions in the Culture, Arts and Society of the Muslims in the Philippines. According to the author this book "uses the concept and management of space in the culture of the Muslims of Mindanao as a point of reference of their visual arts, architecture, and culture as a whole.

	positive aspects of cultural development was transmitted toward the core of society thru the nested layers and adopted and supported it eventually become part of the norm. There is freedom for the people only within the core areas where the populace is bound by the normative culture. While the less positive aspects do not penetrate deep into the core but penetrating only some of the outer nested layers, because these are usually not adopted as part of the norm. Ispa, Jean M., Thornburg, Kathy R., & Fine, M.A. (2006) Keepin ' On: The Everyday Struggles of Young Families in Poverty -According to the author, It takes the reader a brighter side journey into lives of nine young African American mothers facing issues related to single parenthood and poverty. -One greatest thing that I can get from the source is the challenge of how to live a life being a parent at a very young age and support the children amidst crisis. -The writer wants to inspire the other young generation around the	Henry G. Magat (JRU) Ma. Lourdes Melegrito (DLSU) Evelyn A. Songco (UST) The researchers presented PCEP's 11-Point Agenda and outputs based from the Report of NCCA Project Monitoring and Evaluation Division from 2008-2012. They also reiterated the success of the projects and programs of the National Committee on Cultural Education (NCCED) such as the Kaguruang Makabayan National Consultative Workshop Series, GDCE Program, National Cultural Mapping Project, INFACE Program, Sagisag Kultura ng Pilipinas Project, Sagisag Kultura (ICONS) Para Sa Batayang Edukasyong K+12 and National Conference on Cultural Education and Lifelong Learning and the National Training on Culture and Governance for Local Government Units. Based on their data presented, cultural education programs identified an increase in awareness of teachers on culture and the arts, pedagogical knowledge, teaching strategies and a deeper valuing of their cultural heritage.	

	globe not to take it too seriously in taking into family but rather to think young generations of today to prioritize education so that they do not suffer and struggle life. ▪ FRANCISCO ARANETA Vol.9, No. 2 (APRIL 1961). pp. 205-219 (15 pages. Published By: Ateneo de Manila University <u>Some Problems of Philippine Education</u> This article presents the three facets to the problem of education. First, is the cultural problem, second is the economic problem and the third, is the matter of policy or the political problem. The purpose of this paper is to raise fundamental questions and to seek a general orientation and not to offer specific solutions for the myriad problems of our educational system.	The participants of NCCED and PCEP projects and programs in the FGDs have identified the impact of these initiatives in their personal and professional lives after a year, five years or more. It was found out that through various NCCED interventions, the respondents got inspired with creative and excellent Filipino products in the market; they have increased their self confidence in teaching and in their professional life; and definitely and positively changed their perspective of their cultural identity. ▪ Liggett, T. (2008). Frames reference: The impact of race on teaching strategy and classroom discussion. Urban Review, 409(5), 386-402. Understanding one's own cultural identity is important because individual identity has cultural orientations that shape the ways in which (one thinks) about, values, beliefs, communication style (modes of politeness/formality) historical perspectives, art music, family rituals	

		(graduation, sport team rallies),rites of passages (notable birthdays), and other social group activities.	
ANTHROPOLOGY			Flores, Patrick (2002), Postcolonial Sufferance The author Patrick D. Flores, discusses certain tropes in a current artistic tradition that reference suffering as an articulation of ideological strategy in the broader context of post-colonial history and its struggling body politic conversing across the disciplines of art criticism, history, aesthetics, and anthropology. The author reveals that suffering here is re-motivated as a force or energy for prevailing amid the constraints and chances of the current world; it is reconverted from a colonial aesthetic into a redemptive transfiguration of a possible post-colonial future for the Philippines. Benesa, Leonidas V. What is Philippine about Philippine Art and Other Essays She illustrates the beginning of Philippine contemporary art scene - new trends, thoughts, and philosophies that influenced budding modern-day visual artists."
PSYCHOLOGY		Datuin, Flaudette May. "Critical Categories as Social Categories." Art Criticism Workshop"	

		According to the author the Art Criticism is a disciplinal praxis in the complex knowledge-power system of the artworld. It is also a literary discipline that requires argumentation of an aesthetic position that justifies or legitimizes a standard or judgement of taste. These judgments are inherently rhetorical and therefore involved in constituting a specialized knowledge and distinction in the art. This course offers an introductory workshop on approaches and methods of critical art practice such as formalism, psychoanalysis, gender, Marxism, deconstruction and others.	
COMMUNICATION	Soberano, Rosa (1980) The Dialects Of Marinduque Tagalog The author Rosa Soberano describes dialectal variations in phonology, lexicon , morphology and syntax of what is referred to as Marinduque Tagalog . She maps the distribution of linguistic features in the different towns and barrios on the basis of one age-group level of the language users. The author examine only		Hakuta, K. (1986) Mirror of language: The Debate On Bilingualism. New York: Basic Books This contextualizes the current debates on over bilingualism and bilingual education in terms of scholarly thought. Hakuta reviews research on topics such as bilingualism and intelligence, second language learning by children and adults and the role of bilingualism

	the dialects of Tagalog spoken in the island province of Marinduque in Southern Luzon, with particular attention to the speech of the native inhabitant s who are fifty years old and above. The main interest is not in establishing the differences between Marinduque Tagalog and Modern Tagalog spoken in Manila, but in discovering variations across space with time being kept constant. The author indicates the main differences between Marinduque Tagalog and the accepted Modern Tagalog spoken in Manila , on the bases of some common vocabulary and 3 morphological structures and (2) establish the c ore of linguist c structures shared by Modern Tagalog and Marinduque Tagalog. Eleanor W. Lynch., Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families The researcher examine how their own cultural values and beliefs shape their professional		in school and society. The discussions provide an invaluable background for educators of linguistic minority students and strong arguments for advocates of bilingual education. Au, K.H and Jordan, C. (1981). Teaching reading to Hawaiian children: Finding a culturally appropriate solution. In H.T. Trueba, G.P. Guthrie, and K. H. Au (Eds), Culture and the bilingual classroom: Studies in classroom ethnography, Rowley, MA Newburry House. This article describes the Kamehaha Early Education Program (KEEP), an experimental school where teachers and researchers worked together to improve the early schooling experiences of urban Hawaiian children who typically have faced school failure. The authors tell how successful reading instruction were achieved by replicating

	practice, how the worldviews of diverse families may affect their perceptions of programs and services, and how providers can communicate more effectively with families from different cultural backgrounds, get a primer on cultural competence, deepen their understanding of cultural groups, and discover better ways to serve families.		in the classroom the ways in which language was used in the community. The article illustrates how educators can foster learning by developing classroom activities that are congruent with children's home and community experiences.
NATURAL SCIENCES			
EDUCATION	➢ Monimalika Day and Ebecca Parlakian., How Culture Shapes Social-Emotional Development: Implications for Practice in Infant-Family Programs This resource looks at how culture shapes children. Specifically, it examines the impact that culture has on children's learning about themselves, their emotions, and their interactions with others. ➢ Hau, Caroline S. Necessary Fictions: Philippine Literature and the Nation According to the author, the book argues that the	De Leon, Felipe Jr. M., Cultural Identity and Development ➢ According to the author, an important step towards restoring pride in being Filipino is embarking on a serious program for cultural awareness and education. He said that lack of knowledge about the Filipino cultural genius results in our inability to harness it as a resource for nation building. In this article the author reiterate that the biggest challenge before us then is to deconstruct the negative self-images and notions of ourselves that we have imbibed	➢ Alvarez, Cecile Guidote, Culture as a Vital Tool in Addressing Climate Change Issues (and why NCCA is taking steps) According to the author of this article, culture can be a very effective creative communications effort to focus on the understanding of scientific data to forge the conscience and the collective will to address climate change through diverse artistic manifestation from comics to cinema to all forms of visual arts, music, dance, literature, theatre, eco-based architecture. With the used of culture we could spread awareness

	long-standing affinity between Philippine literature and nationalism is based, in part, on the power of literature to work through a set of questions central to nationalist debates on the possibility and necessity of social change. It asks: What is the relationship between knowledge and action? Between the personal and the political? Between the foreign and Filipino? Between culture and history, culture and politics, culture and economics? It examines the intimate but fraught connection between Philippine literature and nationalist discourse through close readings of the works of Jose Rizal, Amado Hernandez.	through years of colonial misrule and miseducation. The foundation of this transformation is Education through cultural awareness which is a workable, effective program of education that can make Filipinos more responsive and sensitive to Filipino dignity, needs, values, and cultural potentials and assets.	about climate change in our own unique and creative way. - Lopez, Ferdinand M., "Philippine Culture-Based Education: Responding To The Challenges Of A Nationalist Education", NCCA-Philippine Cultural Education Program (PCEP), 2018 According to his presentation, In culture-based education, culture is the core and the foundation of education, governance, and sustainable development. It seeks to develop among Filipinos a greater awareness, understanding, and appreciation of our arts, history, geography, and heritage towards the evolution of a consciousness that will improve the quality of our life. A CBE in the Philippines envisions to develop a nation of culturally literate and empowered Filipinos who are not only patriotic and ardent nationalists but at the same time, responsible and committed global denizens as well - Martin, Jessie Grace S, (2012)"Culture-Based Education In State Universities in the Cordillera

			Administrative Region, Philippines", This dissertation set out to explore how the use of teaching methods, choice of assessment methods and course content impacted culture-based education in state universities in the Cordillera Administrative region. It also analyzed how factors affect a culture-based education in state universities in the region. The literature demonstrates that the culture diverse classroom shows a proliferation of diverse teaching methods, assessment methods and content preferences that are culture-based. However, the research also shows that culture-based learning styles/preferences are just one among many challenges in the classroom. The study determined that there are prejudices and stereotypes in the culture diverse educational setting. Underperformance due to institutional governance, anxiety about the dilution of academic quality, organizational climate, external climate and language problems are all present in the culture diverse classroom. - Alvarez, Cecile Guidote, Culture as

			a Vital Tool in Addressing Climate Change Issues (and why NCCA is taking steps) According to the author of this article, culture can be a very effective creative communications effort to focus on the understanding of scientific data to forge the conscience and the collective will to address climate change through diverse artistic manifestation from comics to cinema to all forms of visual arts, music, dance, literature, theatre, eco-based architecture. With the used of culture we could spread awareness about climate change in our own unique and creative way.
NATURAL AGENCIES/ORGANIZATION			Montemayor, Ma. Teresa,(March 16, 2018), "Culture-based education is key to equality: Global Teacher Prize finalist", These work was highlited by the life of a cultural education advocate.

			Dr. Jesus Insilada uses community culture that was once buried, to keep his poor students from dropping out of school and to believe in themselves as valuable members of society. The 39-year-old principal of Caninguan National High School in Iloilo initiated culture-based teaching to help his students belonging to the Panay Bukidnon Indigenous Peoples (IPs) learn and perform better academically. Insilada has won the Carlos Palanca award multiple times for his Hiligaynon short stories. He received the 2017 Princess Maha Chakri Award, and was one of the 2014 Metrobank Foundation Outstanding Teachers. He was also a national awardee for "The Many Faces of the Teacher" of the Bato Balani Foundation, Inc. in 2013.

Group 5

Jalac, Jellie Ann L.

GUIDE QUESTIONS

1. How does VUCA relate to education?

Education will experience whatever the world is experiencing hence if the world is in the state of VUCA, then education will be also in the state of VUCA. It's true now that the world is in the state of pandemic where all countries are placed in a position and problems that are not usual.

The result in all aspects of living are catastrophic much so in the educational system where normal classroom discussions are not possible. Education is not the way it used to be, it's in the state of VUCA that decision makers have to make abrupt game-changing decisions from halting school to conducting classes remotely for the safety of students and teachers.

2. Are there any parallelisms between industrialization and education system?

Yes, there are parallelisms between industrialization and education system.

3. If there is/are, kindly suggest this/these or if there is none, what can be a plausible reason?

a. Industrialization brings modernity that the educational system adheres to. As industrialization develops technology, these technologies are used in the field of education.

b. Industrialization not only brings positivity but also negativity. As one city becomes industrialized, social problems occur like congestion. People cram to work in these industrialized cities bringing with them their family. Children are overcrowded in schools and some are left alone by working parents lacking of moral support.

4. In an ideal world, is there a need for the understanding of VUCA?

It's hard to imagine an ideal world without being bias. But let's say, in my ideal world there would be equality and contentment where only the needs will be taken out of natural the resources and peace will be attained across the nation. But still, at some point because we cannot control the natural environment we live in there will still be natural catastrophic events that we cannot predict. As they say, only change is constant so there is still a need in understanding VUCA.

5. How about the flipside, to be practical about it, is our understanding VUCA really be useful?

Yes, understanding VUCA is useful if we want to be on top of things. To control what is uncontrollable gives us a sense of peace and readiness to whatever will come.

6. What benefits or on the other hand, disadvantage of knowing about VUCA?

Benefit of understanding VUCA is that you can assess where you are against what's happening and what will happen. You will be a good problem solver and a critical thinker. It will give you a sense of direction. However, one disadvantage of knowing VUCA is the state of your mental health. Sometimes, it's better to let things be.

7. Are the rules of the game changing? Changed? Or unchanging?

Yes to all three. The rules of the games is always changing because we cannot control everything.

We are far from where we are now and everything changed already and it will keep on changing.

8. Is there an exit or escape plan from VUCA?

Definitely. I think that is the main reason for the concept of VUCA. Understanding and accepting that a situation is volatile, uncertain, complex and ambiguous will give a view of the problem and a corresponding solution be formulated though nobody can assure if it will be successful or not like what happened with the US in Afghanistan where the concept of VUCA materialized.

9. Do you think VUCA is just a fad or is it still relevant nowadays? Explain your answer.

I don't think VUCA is a fad and I think it is still relevant nowadays. The concept of VUCA gives a birds eye view of a problem or a concept that is relatively new. As long as the world keeps on changing, VUCA will be relevant.

10. What are your thoughts on covinnovation?

Covinnovation is real. There are innovations nowadays that took place to surpass problems brought by the COVID virus. Teachers are covinnovators by using all available resources to teach and follow-up their students.

Do you agree with the best available vaccine is the available vaccine? Only if it's deemed safe by the approving authority then yes.

What is your take on vaccination?

Yes. Herd immunity is the goal to beat the virus.

Module 2: Logframe Matrix

- **Participants' Analysis**
  - Instruction: Based on the situation and context, come up with a participants' analysis on Cultural Literacy, Cultural Education and Culture-based Education.
- **Problem/Objective Tree**
  - Instruction: Based on your participants' analysis, try to come-up with a problem tree first and then convert it into an objective tree.

CulEd 204:

Issues in Cultural Education

Participants' Analysis

Alojado, Christabel P.

Participant	Problems/ Needs	Expectations / Interests	Weakness/ Constraints	Potentials	Consequence
LGUs	Preservation of local heritage within the community	Restoration of the local heritage in the community particularly "Ang Baluarte"	Not given due recognition on its significance as part of Philippine history	Can be used as cultural attraction especially in educating pupils	It will require a lot of fund to support its restoration.
Teachers	Lack of contextualized/ localized SLMs (Self Learning Modules)	Provision of contextualized SLMs which is suited for our learners	Difficulty in realizing this problem/need due to the overlapping school works / ancillary services which is not related to teaching.	With the localized/contextualized materials, pupils can easily cope and relate with the topic.	It needs a careful screening and validation.
Higher Ups	Even with RA No. 6702 Holiday is still a working day in some offices	Battle of Pulang Lupa should be commemorated with activities that will educate the pupils of the importance of this remarkable day.	Schedule of the Opening of classes for Public School/ distribution of modules to learners	With proper activities, pupils will be educated about this remarkable event.	Pupils will be given inadequate time to answer the module if the schedule of classes will be moved

Millennials and Generation Z	Lack of awareness with old Filipino beliefs such as Panata/Pasyon	Filipino beliefs such as Panata/Pasyon should be passed and acquired by young generations.	Most millenials are no longer interested and find these as boring activities.	Practice of these Filipino beliefs will be acquired by the future generation.	The solemnity is not evident. Some are just joining for the sake of updating status in various social media platforms.

Ballovar, John Michael T.

Participant	Problems/ Needs	Expectations/ Interests	Weakness/ Constraints	Potentials	Consequence
Rhexem Greg R. Llasos ***Focal Person, RSU Socio-Cultural Affairs***	Diminishing cultural identity of local community due to modernization	Programs supporting enhancement of local culture appreciation	Proliferation of pop-based culture	- Support from Tourism Office - performances and learning drives about local culture from SPA	Budget constraints in trainings and staging
Ma. Antoinette D. Ayes ***Student***	Ethnical Stereotyping	Local appreciation of one's ethnicity	Poor education about ethnical uniqueness	- IPED Summits - Indigenous people outreaches	- continuity of the program - budget for the program
Edrayl Domingo ***Teacher Specialist, SPA***	Diminishing cultural literacy due to overusing of ICT	Cultures can be learned through ICT	- present education system - poor guidance from the parents in using gadgets	Contents on social media platform	Higher demands on gadgets
Ernan Gabuna ***SK Chairman***	Appreciation of Local History and Culture	Integration of culture-based education in the grassroots	Not enough local culture-based programs and lesson in the	Local Youth Development Council involvement in culture and arts	-Curriculum change - budget for trainings and cultural mapping

			education system		
Catherine Palacio ***Language Teacher***	Poor integration of Local Literature in Localization Teaching Approach	Local literatures will be compiled, known, and used in localized teaching	No enough researches and drives about local literatures	- LGU and SK workshops about literature - research proposals in schools	Production of finished and printed collective outputs about local literature

Brual, Romilyn M.

Participant	Problems/ Needs	Expectations/ Interests	Weakness/ Constraints	Potentials	Consequence
Module Writer (Teachers)	Lack of sufficient knowledge on localizing and indigenizing modules	Local materials should be made available for local module writers	No sufficient available reference materials for local module writers	If given the opportunity to be exposed to local reference, local module writers could produce more than what is expected of them	More knowledgeable pupils in local materials.
Pupils of Public Schools	Knowledgeable in western culture but blind in their own culture	Localized reading materials should be made available at their reach	No available reading materials within their reach	Pupils exposed to localized materials would tend to appreciate local history and take pride about their roots	Exposed children to local history will be the new culture warrior

Old People of Mainit, Boac, Marinduque	Transfer of oral tradition to their young protégées when these young are more interested in gadgets than in cultivating their heritage	Awareness in preserving the culture	No available campaign drive for the transfer of oral traditions	Oral traditions is the best way of passing indigenous ways of local folks to the young generations	Preservation of culture.

Galloniga, Rhia J.

Participant	Problem/Needs	Expectation/Interests	Weakness/constraints	Potentials	Consequence
Mr. Alexander M. Jimenez (Parent)	The Practices of Po and Opo/Pagmamano no are Diminishing Among the Filipino Youth Due to Massive Use of Technology	Parents or elders in the family should be the number 1 responsible in restoring and inculting these practices/values	Lack of Parental Guidance	Parents and elders in the family should work together in culcating these practices/values	Restoration of Po and Opo and Pagmamano practices/values
Mr. Ugie J. Galloniga (Teacher)	Diminishing of Folk Games (Sipa, Luksong Tinik, Tumbang Lata, etc) because of Online Games	Parents should observe their children on the use of cellphone to avoid online games addiction	These local games were slightly diminishing because of technology	Integrate these local games in school sports intramural or other sports competition	Restoration of Local Games/Sports
Ms. Maria Mica Mistal (Student)	Teenagers Obsession on K-Drama/K Pop Affects the Local Artists Industry	Teenagers should be the number supporter of the Local Artists Industry	K-Pop Artists and K-Drama are very alluring among Filipino teenagers	Filipino Local Industry should promote/enhace Filipino shows to captivate the attention of	Great/support to the Filipino local artists

				the teenagers	
Mrs. Aileen J. Mistal **(External Stakeholder)**	The Taste of Youth in the Native Cuisines(Bibingka, Suman, Puto, etc) are Lessen because of the Influence of Foreign Styles and Dishes	Native Dishes should always present in every parties /occasions	Patronizing the Foreign Dishes	Suppport the Local Dishes or native cuisine	Job Opportunities for the Vendors of NatIve Cuisine or Local Dishes
Mrs. Ellaine Morales **(Stakeholder)**	Higher Preference of Youth on White Collar Jobs	Parents and Teachers should guide the students in selecting their career suited on their talents and abilities	High regards to white collar jobs compare to blue collar jobs	Promotion of Career Guidance Program	Lessen the Job Mismatch in the filed of work

Insigne, Crystal L.

Participant	Problems/ Needs	Expectations/ Interests	Weakness/ Constraints	Potentials	Consequence
DLHMS Kinder Teacher Majella Zita L. Narzoles	Use of Otis-Lennon School Ability Test for Entrance Examination of incoming Kinder learners	Locally developed school ability test should be used instead of a foreign test	Some items in the tests are not applicable in Philippine setting. For example, there is an item asking about the clothes for winter season which we do not have here	Development of a Standardized School Ability Test that is applicable to Filipino children	Valid and reliable test results using the locally developed School Ability test for Kinder learners
Small canteen owners in Boac Town proper Jennifer B. Guray	The rise of small fastfood restaurants with Western touch in Boac town proper	Common people should patronage local dishes more than Western food	Patronage of Western food over our own local dishes may lead to the slow death of our	Common people should be educated about the importance of patronizing and learning about our local dishes	Local dishes will be promoted and younger generations are made aware of them.

	which competes with small canteens serving local dishes		own which we inherited from past generations		
Local food business owner serving milk tea Jenilinda Sadicon	Milk tea has become a popular drink especially among youths which slowly displaced our very own local teas such as the blue tea and the ginger tea	Local teas should be improved or given a new twist in order to compete with blossoming milk tea industry	Patronage of milk teas which originated abroad and contain loads of sugar	Production and improvement of local teas especially the blue tea coming from blue ternate plant which is very common in the province	Local products are promoted which also gives work opportunities to people
Mrs. Genalyn M. Magcarang (parent and teacher)	Declining values of elementary pupils especially the tradition of pagmamano. Very few children still know how to pay respect to the elders and even to their teachers.	This inherent tradition should be relived, preserved and passed on to the future generation with the coordination of school, home and community	Parents tend to neglect the need to inculcate this tradition to their children. They also disregard and see little value to it	Parents should be educated/oriented thru parenting seminars regarding the importance of preserving this tradition	Traditional habit of pagmamano will be preserved and parents will be enlightened as to the importance of this unique trait to Filipinos
Mrs. Nabing Church volunteer and active in religious activities in the Barangay	Declining interest of young children in religious activities specifically the Flores which is held in many Barangays during the	Children should be encouraged to participate in religious activities such as this in order to instill good values among them	Parents also neglect participation of their children in such activities. Sometimes they attend for the wrong reason such as for the free snacks	Participation of children in religious activities such as the Flores will be strengthened thru the coordination of the local Barangay, religious sector and families	Religious activities and beliefs will be preserved, strengthened and passed on to younger generations

	month of May.				

Jalac, Jellie Ann L.

Participant	Problems/ Needs	Expectations/ Interests	Weakness/ Constraints	Potentials	Consequence
Austin De Belen (Grandson)	Communication gap with grandparents	For the youth to take interest in talking with their grandparents and asking about their experiences.	Students are more fond of talking to their peers or busy with their phones and laptops.	Students can get a lot of information about the past experiences of their grandparents.	Students will realize that their grandparents are treasures of information about their past.
Mrs. Dulce Semilla (Filipino Teacher)	Marinduque local stories are seldom used as reading materials.	Marinduque literature to be part of language subjects.	Few available resources of Marinduque literature.	Marinduque literature will be part of the school curriculum.	Students will be familiar with Marinduque literature and write ups about Marinduque.
Ariane Joy Barbero (Grade 9 student)	Lack of fluency in speaking the Filipino language specially deep words.	Students to be able to speak straight Filipino.	Students can't speak straight Filipino and are unfamiliar with deep Filipino words. Fluency in the English language is much more appreciated than our own language.	Hearing students speak unashamed of the Filipino language.	Students can write literary pieces in Filipino. Proper use of the Filipino language can be observed in students written and oral outputs.
Mariel Sapulpaya (Grade 12 students)	Teenagers are not familiar with the flora and fauna of their locality.	Teenagers will be familiar with the local flora and fauna of their locality.	Teenagers don't know the local names of the animals and flowers in	Teenagers can identify unique creatures and plants.	Would be adults will be equipped with the local names of flora and fauna and

			their barangays.		in turn can teach their future children.
Roger Saguid (Teacher Coach)	There are only few students who has the potential for swimming competitions despite that we are surrounded by the ocean.	Marinduque children will be competitive in swimming.	Our youth is not interested in swimming as a sport despite that our ancestors are seafarers and rely heavily in the ocean.	Students will realize our deep affiliation with the sea that surrounds us.	Marinduque will be competitive in swimming.

Laderas, Jerahmeel M.

Participant	Problems/ Needs	Expectations/ Interests	Weakness/ Constraints	Potentials	Consequence
Mr. Rowel S. Laririt ***Principal I, Tapuyan NHS (Internal stakeholder)***	Lack of contextualized/ localized/ indigenized teaching and learning materials	Provision and availability of contextualized/ localized/ indigenized teaching and learning materials	Central Office-produced teaching and learning materials are in national/ general perspective	Production of self-made contextualized/ localized/ indigenized teaching and learning materials	Assured actualization of contextualized teaching and learning process
Mr. Rian Mabolo ***Tapuyan NHS Alumni President (External stakeholder)***	Declining traditional and cultural values among students	Home and schools should be the inculcating agents of such values	Lack of parental guidance and supervision; too much dependence on teachers	Joint responsibility of parents and teachers in guiding the students	Formation and preservation of traditional and cultural values among students
Mr. Gary D. Sore ***PTA President (External stakeholder)***	Non-participation of students to community cultural activities (such as Feast Day of Maria Candelaria, Barangay Night etc)	Community-inclusive school's plan of activities	Low self-confidence and 'participation drive' of students	Require student participation as extra-curricular activity; integrate community cultural activities to school	Participation of students to school and community cultural activities

				culminating activities	
Fr. Kirk Irvin Romasanta ***Parish Priest, Gasan Spiritual Adviser, Tapuyan NHS (External stakeholder)***	Declining religious values and spirituality among students	Strengthening of campus ministry inside the school	Religious diversity among students	Support religious diversity of students; encourage spiritual activities inside the school	Restoration and preservation of religious values and spirituality among students; established campus ministry
Mrs. Genoveva Loto ***Head, Tourism and Information Office Municipality of Boac (External stakeholder)***	Few local cultural and historical studies in the municipality	Establish annual local research and local studies symposium	Few participants in the symposium and workshops	Link partnership with DepEd schools and individuals	Available local studies and research for the contextualization of lessons inside schools

Lagustan, Joephet M.

Participant	Problems/ Needs	Expectations/ Interests	Weakness/ Constraints	Potentials	Consequence
MANGYAN Communities of Gloria Oriental Mindoro particularly the tribes of Bangon, Tao Buid and Buid	Lack of Education and Proper awareness regarding their rights. Right of Ancestral Domain issues	The Mangyan Communities of Gloria will be able to know and uphold their rights and authority regarding their ancestral domains.	Lack Of implementation of Republic Act 8371 of 1997 or the "The Indigenous People's Rights Act of 1997".	Partnership in LGU and some NGO's to educate and re-educate the upland people of Gloria. Create several advocate groups whose goal is to protect the right of the	R.A 8371 of 1997 will be implemented fairly in favour of the Mangyans. The ancestral Domains of our Manyan People in the community will be preserved and saved.

				minorities in all aspects.	

Lamac, Kate R.

PARTICIPANT	Problem/ Needs	Expectations / Interests	Weakness/ Constraints	Potentials	Consequences
LALAINE CAMO Public School Teacher from Marinduque National High School (Professional) Field of Specialization: MAPHE	The culture that we have right now is not yet well-known to our young generation.	Maybe we can make such training or events that will showcase our culture for the familiarization of everyone.	Too much exposure from technological way of cultural presentation and some of the practice is not properly presented.	It can serve as a challenge and an opportunity for our cultural bearer to fulfill their goal and that is to continue the passion for conserving our culture.	It might be challenging but yet it is worth of time and effort because your legacy will be fruitful.
ARCI CRUZ Public School Teacher from Claro M. Recto Memorial National High School (Professional) Field of Specialization: Social Studies	Some of the cultural practices is not being explained nor presented in some of the educational materials some were not properly absorb by students.	I want to be more cultured and familiar with the existing way of living nor traditional practices. I want to be involved in this kind of preservation.	A lot of individuals now a days tend to go with the trends and they somehow forgot the traditional way of doing such things and practices.	We can propose some techniques like video presentation or by viewing documentaries about different cultural practices especially the local cultures.	It might be hard for us to adapt some changes; it is hard to move forward on our traditional way of teaching but it is good that we learn new things by means of researching and by allowing our students to explore a lot of software that can help them to know the cultural practices.

JOCELYN NARITO Public School Teacher/Employee from Cawit Comprehensive High School (Professional) Field of Specialization: FILIPINO	Lack of familiarization in the cultural signature of the local.	We must respect everyone cultural beliefs, we must not forget that we are all humans.	Some of the locals are not really well-oriented about the culture.	Accepting the cultural way of life of every individual	It can be a way to know the everyone culture, we can present the culture for us to be oriented and respect others tradition.
RUBEN HISTORILLO Barangay Official (Cawit) Public Servant	Almost of the young individuals like the new way of life and tend to forgot the old tradition.	I want to know more about the local culture so that we can have some symposium to our "kabataan".	Some are not joining with the events about cultural practices they found it old.	We can make interesting ways to promote our culture, let us go with the change while practicing our culture.	It may be hard to approach our young adults but amidst of it all things can be work out if we show our young adults that they can benefit from this.

Lanete, Micha M.

PARTICIPANT	PROBLEMS/ NEEDS	EXPECTATION/INTEREST	WEAKNESS /CONSTRAINTS	POTENTIALS	CONSEQUENCES
Mr. Argie L. Malimata (Teacher)	Lack of printed materials or even reading materials	Provisions and availability of printed materials exploring the culture and traditions	Availability of writers or knowledge source about the culture and traditions	Production of localized printed reading materials available in provincial libraries.	Utilization of localized printed reading materials
Mr. Rodrigo M. Morales (Teacher)	Practice and participation of students in different cultural values and traditions such as "pagmamano"at	Every learner or students practice different cultural values and traditions.	Parent involvement and continuous supervision in schools and at home.	Hand-in-hand cooperation of parents, teachers and other religious society for	Preservation of good cultural values from generation to generation.

	"pagdarasal"ng oracion.			teaching and leading the students.	
Mr. Yolanda Sto. Domingo (Teacher)	Declining the traditions of having the Family Holy Rosary together to strengthen the family ties.	Home and school also should be the one to inculcate the values of having the importance of this to have strong family ties.	Lack of parental guidance and supervision among he students	Guide the students; cooperation of parents or any members of the family to continue practicing this tradition.	Participation of any members of the family to the tradition.
Mr. Bradley M. Nambio (Teacher)	Reintroducing" LARO NG LAHI" as part of student's curriculum for cultural preservation and enrichment of their identity as Filipino.	Allowing adequate time for "LARO ng LARO" to be demonstrated and executed.	Taking into account the student's self-assurance, health and willingness to participate.	Requiring student's active participation as part of their extracurricular activities.	Restoration of local games/ Laro ng Lahi

Leyco, Marco Alexandro M.

PARTICIPANT	Problem/Needs	Expectations/ Interests	Weakness/ Constraints	Potentials	Consequences
Public School Teacher from Mogpog District (Professional) Field of Specialization: Social Studies	Each culture is given a different and unique approach and it needs a special and detailed analysis.	Appreciate the culture and traditions of a group of people from a given unique culture.	Willingness of the people to be educated and to share their culture to the society.	It could be the basis and the start of all the potentials like knowing more of our history, a potential to have a richer culture that can be passed on to the new generation:	To the researcher it would be difficult but worth it. To the society, it will undergo a refinement but it will create new development

				ideas that may uplift everyone.	and rich culture.
Public School Teacher from Gasan District (Professional) Field of Specialization: Filipino	The problems or needs about knowing cultural education is some individuals neglected the importance of cultural education and literacy. So we need to appreciate it especially those people in	My expectation and interest in cultural education is to know about the significance and meaning of cultural education, to know the cultural developments of individual that plays	It depends upon the people who are lacking of knowledge about what is the role of Cultural Education in our lives. So we need to teach children and the youngster and other people especially in	Better understanding of the world, valuing and respecting other cultures and our own, reducing stereotypes, promotes effective communication, increases opportunity to meet new and interesting people and new experiences.	It is necessary to teach or pay attention in the education curriculum to teach the importance of cultural education so that it is not neglected by each individual. Education is considered to be the most powerful instrument in bringing about changes within an individual. On one hand, education

	educational institutions.	important role in the lives of individual, to know the different types of culture that affects in cultural development and the impact of culture on education.	schools what is the importance of cultural education in various aspects, it will depend on whether you share or reject the underlying values and beliefs of the dominant culture.		acculturates an individual; on the other hand, it preserves, transmits and develops the culture of the society. It can be stated that education and culture are mutually interdependent, complementary and supplementary in all their aspects and activities. Thus, relationship between education and culture are indissoluble. Culture plays an important role in man's life. Awareness regarding various kinds of culture can help an individual in adjusting to the natural and social environment, developing an individual's

Private School Teacher/Employee from Makati City (Professional) Field of Specialization: Social Studies	I think there is a need for the educational system to include cultural education in their curriculum because culture is one aspect in the society that keeps evolving and changing. There is a need to be more aware of our culture for its preservation, for the future generations.	It will help generations now give more importance to our culture because it shapes what we communicate about. My interest on it focuses more on how regular activities and past events in the history can be understand better because of our knowledge of the different cultures.	Culture constantly evolving as time goes by. We have to keep up with these changes.	It helps to lessen prejudice among people, promotes equality and diversity among people and groups.	Cultural education as its to effectively be impactful to the students and to this generation, the teachers or facilitators of learning has to be well trained and knowledgeable. Not all educators can do this. It has to be purposeful.

Lozanta, Joseph L.

Participant	Problems/ Needs	Expectations/ Interests	Weakness/ Constraints	Potentials	Consequence
Jocelyn L. Rey ***TIC, Ipil NHS (Internal stakeholder)***	Neglecting fundamental Filipino values on Self-Learning Materials as enshrined in DepEd guidelines for social content	Self-Learning Materials must be quality assured to ensure that these are incognizant	Acceptable Filipino Values varies across the archipelago.	Self-Learning modules must be indigenized to suit in the intended subculture and tradition.	Quality Assurance Team must be organized in each locality/school.
Ibert Oliver P. Regio	Manifesting patronage politics	Right to Suffrage is essential, and	Vote buying and selling are	School must include in extracurricular	Participation of students in Student

SK Chair, Baranggay Ipil (External stakeholder)	among residents of barangay Ipil	one of the fundamental rights guaranteed and protected in our Constitution.	rampant and an acceptable norm in barangay.	activities (e.g. SSG election) the value of individual vote as powerful tool of citizen in changing society.	Government body as candidates and/or voters.
Christian P. Pabacal (Not his real name) ***Transferred Student from Bacolod (Internal stakeholders)***	Bullying experience regarding language he speaks	School must be a Zone of Peace.	Some of participant's classmates make fun the way he speaks the Tagalog and English Languages. The participant felt that he was bullied.	Enriching student's awareness on the National Languages of the Philippines. Explaining also the reason why majority of the Visayan native speaker tend to have different/distinct speech manner.	Imposing positive discipline for intimidating students.
Nelson P. Palatino ***PTA President, Ipil NHS (External stakeholder)***	Deteriorating students' socialization due to Mobile Phones	Socialization is very important in developing and transferring culture.	Mobile phones separate young generations from the real world	Though its pandemic, it is very important for everyone to build socialization	School together with PTA and other stakeholders should have socialization activities (e.g., Palaro ng Lahi, Acquaintance Party, School Olympics).
Miss Christina R. Matre ***MAPEH Teacher/GDCE Scholar Batch 1, Ipil NHS (Internal stakeholder)***	Lacking of cultural inventory/mapping in barangay Ipil	Comprehensive inventory of cultural heritage in barangay must be institutionalized.	No initiative for the local government	In K to 12 Basic Education Curriculum, it is mandated to design learning contextually (both localized and indigenized).	Stakeholders of curriculum (students, teachers, PTA members, Barangay officials) must contribute in the mapping of cultural

					heritage in the barangay. This will be a great help for the school to provide contextualized learning for students.

Luci, Myra M.

Participant	Problem/ Needs	Expectations/ Interests	Weakness/ Constraints	Potentials	Consequence
1. DAISY M. MONTIANO, Ed.D, MRIEdr	* Upholds the primary role of the community's culture bearers in the teaching-learning process. * Promotes an understanding and appreciation of cultural heritage and history and inculcate a sense of responsibility in developing, valuing and protecting the environment.	Engaged the World-the knowledge systems, representations, discourses and theories.	Lack of awareness, understanding and appreciation of arts, history, geography and heritage towards the evolution of a consciousness that will improve the quality of life	Develops cultural skills and competencies needed in interacting with other people and culture	When educators think about diversity in the classroom, culture may be one of the characteristics that crosses their minds. But as they select their curriculum and develop their lessons, most teachers are not accounting for how culture will impact a student's ability to participate and learn.
2. DINDIN PASTRANA DE BELEN	Possession of associated skills in communicatio	Appropriate incorporation of cultural literacy in	Lack of knowledge about culture that can lead to	Advancement of awareness and understanding	Improvement of skills, yet tussle in acquiring

– BSI/T Student	n and awareness with regards to cultural literacy.	enhancing student and teacher's skills in understanding this matter, and as well in communicatio n.	misinterpretations and miscommunication s.	of cultural literacy. Development of student and teacher's skills to communicate effectively. Progress of one's cultural literacy as a whole.	these skills that required a lot of time and adaptation to enhance.
3. PATRICK MIGUEL MATIRA – BSI/T Student	Content for self-study materials should be generalized and contextualize d.	The lessons in the materials should be easy for students to understand.	Some lessons are difficult for students to grasp. There is just too much stuff in the modules to be used as self-learning tools.	Possibility of attaining a positive impact on student achievement.	Learners may struggle and devote too much time on learning tools rather than their own responsibilitie s.
4. ISMAEL "YUKI" MALUBAG (Teacher III- Cawit NCHS)	Integration of culture based especially in locality in teaching and learning process	Accurate integration of culture based in different subjects especially in major subjects for both JHS and SHS students	Lack of training pedagogies in the in integration of culture-based education	Awareness in culture especially in the locality where they belong. Expand their knowledge about culture based It can be a factor of improving performances in different subjects.	Might be hard for the teachers on how they will integrate especially in math Teachers might be not fully understood on how culture based is being done in teaching learning process.
5. FAITH ELI ROSE S. LLAVE - AB English Student	Cultural education system itself that in need of an actual change in aspects of	Enhancement of the system in terms of cultural education that aims for the betterment of	The lack of effective tools and facilities. Worse, having impassionate or not ready-for-teaching teachers.	The gradual betterment improves the quality of education and its system.	There would be in need of huge amount of budget and of a bunch of adjustments.

	teaching, facilities, and tools.	all the employees and students providing better quality of education.		Guarantees students' capacity to learn and be knowledgeable. Maximizing employment rate.	

Madriaga, Vince Justin Roland S.

Participants	Problems/ Needs	Expectations/Interests	Weaknesses/Constraints	Potentials	Consequences
1. Parishioner/Devotee	Confusion, not at ease with the new devotion to many denominations/ images.	Catechism, the image must be presented well so that parioshioners may be well-informed and so confusion may be lessened or avoided. Iconography and other salient information and details of images must be properly disseminated to the churchgoers.	Devotees might be dismissive or in doubt of the person who reintroduces the image because of their academic qualifications and other background of the speaker.	Reintroduction of the image through Catechism through the use of information dissemination models such as pamphlets may be helpful in making the devotees aware of the images being presented in the *paso*. Confusion will be lessened.	Catechism will help lessen the confusion of the parishioners. Their literacy of this culture will be improved.

2. Camarero/Image Owner	Majority of the younger generation is not aware of the culture of *pagsasanto.*	The group of camareros and recamaderos should pass on their legacy to their successors at a younger age so that the culture will not cease to exist and open in the eyes of the youth.	The younger generation might reject or be apprehensive/dismissive if this culture will be strictly imposed to them.	This may be successful in continuing tradition. Youth's awareness of *pagsasanto* will be improved. Influencing youth would liven this tradition. Involvement of youth = active culture. Trigger the interest of youth. Follow the trend of this culture.	Devotion, culture of elitism and discrimination to newbie *camareros* may negatively affect the faith and devotion to this culture of the youth.
3. Historian	Limited black and white documents of the timeline and other related data regarding *pagsasanto* in	To write historical documents on images and culture of *pagsasanto* in Marinduque especially since Marinduque is Lenten Mecca of the	There are limited documents and references with regards this. Few persons are engaged/ interested in creating write-ups on *pagsasanto.* Some view this tradition as	Crafting write-ups on *pagsasanto* may lead to more write-ups regarding this. Marinduq	Apprehensive camareros may be one of the hindrances to the documentation of this culture.

	Marinduque. Lack of historical documents of the images and their family owners is also a deficit.	Philippine, so as to get a hindsight of this culture throughout history which may be deemed relevant in today's time. Family heritage/ genealogy is connected to the image. An image is a symbolic representation of a time in history or of a specific tradition/culture.	irrelevant in today's time. Some camareros may be not be open for historians who are interested in writing papers regarding *pagsasanto*. Also, camareros may be too superstitious that they will not allow the image to be used for non-holy endeavors.	ue's rich heritage may be researched more on, not just limited to Moriones Festival. Black and white documents will cement the information and contribute to the body of knowledge in Marinduque studies.	This will contribute to body of knowledge re. Marinduque. Cultural literacy will be improved. Write ups may be helpful as references/ bases in the integration of the *pagsasanto* phenomenon in the crafting of localized modules and other learning materials and in turn will promote localized cultural education in Marinduque.
4. Researcher	There is a wide gap of research on Marinduqu	Qualitative researches on topic like *pagsasanto* have	Many are still apprehensive in the culture of research. Culture-	Writing researches on *pagsasant*	Research-based data regarding *pagsasanto*

	e culture and tradition, including *pagsasanto.*	a good reputation in research fora. Writing research papers and publishing them would be a great contribution to the known knowledge on Marinduque.	related researches are also not given much attention and interest. Few Marinduqueños are actively engaged in writing papers regarding Marinduque.	*o* will reintroduce Marinduque on another light and will cater the rich culture and heritage of the island province, most especially its rich Catholic roots. Comparative analyses of the Catholic traditions in Marinduque and other locales may also be done for future and more in-depth research.	may be used as bases in making books and other related materials. This may serve as a good reference to the youth of today who are interested in the field of culture and society.

5. Assistant Parish Priest	*Pagsasanto* is often misinterpreted by non-Catholic folks as idolatry. Additionally, this culture is sometimes streaked with politics and personal interest as images, historically speaking, are symbols of power and wealth during the Spanish colonization era.	Pagsasanto is considered a type of penance. In other terms, it is a method of asking forgiveness for what they think are crimes or acts of transgression committed against the divine will. The practice of pagsasanto is also said to be an expression of gratitude and love for the santo and your religious network, as seen by continuing to be a *camarero* despite the obstacles and caring for the image. In the context of cultural education, integrating this in educational institutions will be of big help in creating awareness to the youth, as schools are one of the main	There is a big age gap between the elderly and the youth who are interested in preserving this tradition. Mostly, the elderly folks are the ones more inclined with taking care of images. However, this poses a problem on the continuity of this tradition because only a few youths are interested in *pagsasanto.*	Catechism and integration of *pagsasanto* in educational context will aid in the successful continuation of this tradition in the next generations to come.	As a society who's becoming less religious, the tradition of *pagsasanto* is in risk of ceasing to exist. Efforts in preserving this tradition must be done for the latter not to happen. Education and Catholic institutions will form a big part in making this successful. In doing so, the religiosity and spirituality of the Marinduqueños will also be maintained.

		agents of information in the society. Catechism in parishes and chapels will also help in the pursuit of continuing this tradition to the next generations.			

Magno, Rizalyn M.

Participant	Problem/Needs	Expectations /Interests	Weakness/ Constraints	Potentials	Consequences
1. Curriculum Designers	Westernized Curriculum is currently used in the country's educational system	They expect creation of a more indigenized curricula and appropriation of indigenous knowledge. However, comes with this is their demand for trainings and workshops.	Although curriculum designers include indigenous knowledge and local cultural practices and/or samples in curricula designing, the need for competitive graduate for the Industry 4.0 and commercialization of graduates is still the trend.	A more indigenous curricula helps foster nationalist discourse and philosophy in students.	These curricula will spur debates and controversies with modernists/ developmentalists and/or conservationists.
2. Students	Needs exposure to more indigenized education	They are interested in the Filipino culture and discovering it through education/	Due to globalization, students have more accessibility to cultures around the globe. Also, internet trends,	If students are culturally literate and aware, their learning will revolve around	Students will be faced with the practicality and commercialization--Globalization and industry 4.0.

		lessons is worthwhile. Students need to be exposed in indigenous knowledge and cultural knowledge to fully appreciate and preserve it.	usually come from different countries. Most of them, prefer and/or educate themselves with cultures of the other. This could be traced in their lack of local culture education, awareness, and appreciation.	bettering the community through unlimited opportunities culture offers. Hence, their service will be for the betterment of the community. Also, indigenous knowledge will be passed down generously through generations.	
3. Teachers	A large number lacks training in cultural orientation and education indigenization.	Teachers are encouraged to join and participate in culture-related webinars, trainings, and workshops. They should be proactive in the mission to fully indigenize Philippine education and system.	Educational materials often used in schools are foreign, most especially in the discipline. The scarcity of Filipiniana books could constraint educators in crafting culture-based teaching materials.	Teachers will be motivated to educate students and themselves in the unlimited opportunities culture has to offer. Culture-based and cultural education fosters sense of cultural pride and nationalism in students. Educational institution	Teachers will then be faced with contrastive learning outcomes that are projected to industry 4.0.

				will hone leaders, not just employees.	
4. Communities	Lacks cultural awareness and cultural orientation.	Communities, honed and educated in culture-based education and cultural education, are expected to proactively promote, preserve, and protect Filipino culture and indigenous knowledge through communal practice and appreciation.	Due to low cultural awareness and orientation, the community, in the bigger picture of the problem, tends to go with the trend.	The community will have a sense of pride in the culture they belong. This will then lead to community service and communal decision-making and organization.	The community will be challenged in the concept of sustainability and economic growth.
5. Textbook writers	Examples used in textbooks are western. Inappropriate writing mode and/or contextualization of lessons/ texts.	Writers of educational references, most especially in elementary and secondary levels, are expected to include indigenous knowledge and local cultural examples and practices in their texts. This encourages	Educational materials often used and or available in the discipline are foreign. The scarcity of Filipiniana books could constraint writers in writing culture-based texts.	More Filipiniana sources will then be produced. The production of indigenized reference materials will then be available for students, teachers, and researchers.	Writers will take into consideration the profitability of indigenized texts vis a vis globalized text.

		culture-centered learning.			

Magramo, Rico G.

Participant	Problems/ Needs	Expectations/ Interests	Weakness/ Constraints	Potentials	Consequence
MR. ARNEL G. TACASA Municipal Head of Tourism and Information Office	Developing and transforming Cultural heritage sites into a Private Tourism Attraction	LGU together with the Municipal Tourism Office should preserve and conserve the Cultural identity of the town	Damage the original structure of the Artefacts because of visitor's vandalism and out of respect.	Municipal and Barangay Joint project of "BUHAYIN at LINANGIN" where it aims to restore and preserve the old and rich culture of the Town and the Barangay.	Poster love and respect for culture and ways of living of the past.
MRS. BERNADETTE B. GABO San Andres National High School - *Brigada Pagbasa Coordinator*	"LAKAS MAKAMAYAN " or "KONYO" spirit .Using of ENGLISH language of most students who are in the middle class family even in a natural way of conversing with other students in public areas or even at home. Using of own dialect and our mother tongue was already taken for granted.	Parents and Schools should be the inculcating agents in order to teach students the importance of loving our own dialect and our mother tongue.	*Toleration.* Parents tolerate their children to embrace the foreign language rather than *"Mahalin ang sariling wika"* as our Great Hero Dr. Jose Rizal said. Schools must do their part in developing students the love for our own	Joint responsibility of Parents/Guardian and School/Teachers in inculcating them the importance of embracing our own native dialect. Symposium, video advertisement, dance craze, debate, webinar, and any other flat forms can be used in order to reach out and awaken their interest.	Awaken students' interest on the importance

			identity; by speaking our own and native dialect.		
MRS. MA. CELESTE TAGUDTOD ***Junior High School Guidance Counsellor***	Deterioration of Filipino Values such as respect for elders and Teachers	Strengthening and intensify *Edukasyon sa Pagpapakatao* in school and other values related subjects to impart the importance of "values" to the family and most especially to the teachers. Virtual recollection program or campus ministry is also a one way to reconnect them to God so that they will be guided of good deeds while living on earth.	Shows a little Respect for Teachers and Elders	Support religious diversity of students; encourage spiritual activities inside the school	Restoration and preservation of religious values and spirituality among students; established campus ministry
HON. EDRULFO G. GALUS Sangguniang Bayan Member – *Municipal Education*	No Cultural or Indigenous school that teaching IPED for IP's member in the Municipality.	Teaching IP's member importance of educating them in their own cultures, as well as using	Lack of Support and Limited funds allocated for the constructio	LGU, Bgry. Captain, and Indigenous/Community Group Leader are responsible for providing education to IP'S members and educate them to solve	Access to equal education for all especially to the *Bantoanon IP's*

Program Coordinator		indigenous languages to	n and even putting up of IPED School in the community .	Indigenous Issues in accessing equal education for all wither you are an Ip's member or not.	members who are living in the Municipality of San Andres.

Malco, Ana Jessa J.

Participant	Problems/ Needs	Expectations/ Interests	Weakness/ Constraints	Potentials	Consequence
Danah Mae P. Del Mundo (Socio-Cultural Head/UP Math-Physics Society)	Lack of knowledge about cultural diversity	Cultural diversity should be a significant topic in the Philippines since our country has various cultures. Academic institutions should prioritize and give emphasis about the different cultures that we have. Students should do more research about our culture, and especially pay attention to those that are almost forgotten across time.	With the technologies and social media platforms that we have today, raising awareness about cultural diversity can be done easily. Despite this, most students find it culture as an uninteresting topic. They are preoccupied with the idea that culture is boring and untrendy.	Being knowledgeable about different cultures will help people understand why such practices exist. This will enable deep appreciation for the cultures that we have in our country and learn how these cultures can co-exist.	People will be familiarized with the differences in each culture and how it affects the lifestyle of a certain person. This will also help in abolishing personal biases, stereotypes, and negative connotations about different groups.
Ms. Grace Logmao	Some activities/assessme	Traditions like	Activities were copied from	Research on culture and	-Other places in the

(Teacher, School Paper Adviser)	nt passing scores were not meet because of lack of student comprehension. These should be localized so that they will be familiarized with its context	putong/tubong and others should be part of lessons in the modules, enriching not only the culture but also familiriazation of events	links given/provided by other countries	traditions of one's identity	province have various beliefs -lack of knowledge of own culture identity
Mrs. Jezabele P. Manuevo (Educator, Knowledge Source)	Developing core values among students in times of Covid19 pandemic	Teaching values can make the students' behaviour better even in time of pandemic	Aside from family school is the best source of core values but distance learning makes it harder	Core values lead the students to decide the good and the bad things in their life.	Some students may not develop core values. Schools and family should help each other to instil values among students.
Mrs. Mary Ann M. Lambon (Parent, HRPTA Officer)	Cultural identities among students	It is important for students to learn about our culture even if the mode of learning is modular print.	It is very challenging for students to focus due to great number of activities in every subject.	Exposing students to authentic/localized materials. Familiarized students to our own culture through modular activities.	The school and the parents should work hand in hand to instill Filipino culture to the students.
Mr. Jayson M. Luna (School Head)	-Cultural Diversity -Deviant Individuals -Demographic Situation -Rapid Change/ Innovations -Era of Globalization and competitive cultures	-Social Acceptability of Culture -Consideration among cultural and linguistic aspects in society, families and country as a whole	-Diverse culture -Social Orientations -Core Beliefs -Communications Styles -Cultural Insensitivity	-Building bridges, promote dialogue and diplomatic way of communication to other nations -Education promotes shared responsibility among internal and external stakeholders	Negative -Cultural Conflict -Racism -Ethnocentrism Positive -Solidarity -Camaraderie -Fellowship

		-Adaptability in culture -Educational System must adapt the cultural opportunities that creates high quality of life - Acknowledge minorities and promote equalities in gender, race etc.			-Quality of Life

Maningas, Eric J.

PARTICIPANT	PROBLEM/ NEEDS	EXPECTATIONS/ INTEREST	WAEKNESS/ CONSTRAINTS	POTENTIALS	CONSEQUENCES
Teacher Paolo Andrew Pantoja	Contextualization and localization of Self Learning Modules in DepEd	SLMs should be in contextualized and localized if possible so that learners could comprehend and understand the lessons very well resulting to high mastery in the competencies (MELC- Most Essential Learning Competencies) after the conduct of assessment- both in written and performance (non-written)	Understanding in the local facts (localization) did not meet as much as possible. Some ideas were not digested (understood) by the learners because of uncertainties that it is not localized. Too much content confused the learners.	High index of mastery will be achieved in the competencies if SLMS were to be contextualized and localized.	Improvement of Self-Learning materials (SLMs) - Localization and Contextualization

Mila Zulueta - Brgy. Chairman Landy, Sta Cruz, Marinduque	Deterioration of Filipino Values which was formerly attached, visible and known among LNHSians to many people surrounding the schools and outside school premise.	School as secondary home to students shall intensify through the subject Edukasyon sa Pagpapakatao ang other subjects as possible the importance of "values" like greetings teachers, visitors, guards, cleaner and other people they may meet as it is a sign of what they are and what the school is building to them. Therefore, as an agent of inculcating Filipino values, students as they walk, talk and express it shall manifest to them.	Parental guidance/ supervision, non-school factors like peers, barkada/ tropa, gadgets may the reasons for not exercising proper values towards other people. Schools' responsibility or creating a student-centered and friendly school is insufficient.	If both the parents, stakeholders and school will be joined hand in pursuing the image of students the so called-LNHSIans pride will be produced again and be the face of both the community (Brgy. Landy) and School – Landy NHS.	Inculcation of local values (Marinduque Values) lika pagmamano, pagbati, pagtulong (bayanihan) etc. among students along with the competencies given to them by their teachers.
Miles De Mesa Student Landy NHS	Promotion of town's festival which is not being held annually by the municipality unlike the other 6 municipalities in the province. This festival	In celebration of town's fiesta aside from having Mass and banquet of foods on the table of every house an activity in the plaza is the most awaited event – the demonstration of street dance and	Santa Cruz is known for "sea food" and the main distributor of sea foods in the market however there is no festival held for its recognition.	Holding such celebration (Sea Food Festival) will promote seafood industry and Santa Cruz identity as main producer of seafood in the province.	Santa Cruz will again be identified as seafood capital of the province and other unique heritage of Santa Cruz. It will increase the of tourism industry as well of the town.

	promotes identity of Santa Cruz among other towns in the province as well its unique culture.	exhibition. However, there is no festival being held in Santa Cruz that promotes its identity as the seafood capital of the province. The so-called Ati-Atihan celebrated during January was not the town's festival but it is celebrated by other barangays in honor of Sto. Nino.		Tourist will also flock recognizing the towns heritage.	
Jonabelle Escasa Parent – LNHS	Promotion of Santa Cruzin delicacies which in return will promote Santa Cruz' culture.	Awareness and promotion of native delicacies in Santa Cruz	Fading knowledge of native delicacies in Santa Cruz and not being patronize by modern youth (kabataan) and other elders as well.	Traditional knowledge in preparing native delicacies in Santa Cruz will be noted and documented and forever will be part of Santa Cruz' heritage.	Documentation of skills, native cuisines and other food delicacies of Santa Cruz folks. Promotion of native delicacies of Santa Cruz.
Cristina Rejano Religious Sector	Religiosity among youth is now shaking and not given enough importance as of today.	It affects certain traditions specifically religious traditions in Santa Cruz thus spiritual empowerment and strengthening faith among	Diverse belief and non-participation to certain religious activities	Encourage youth (students) to participate to religious activities inside school thus enriching faith and respect	Religious values and strengthening faith among students. Re-establishment of Youth Campus Ministry

		students is necessary and in need.		among others (diverse belief)	

Manlisis, John Earl M.

Participant	Problem/Needs	Expectations/Interests	Weakness/Constraints	Potentials	Consequence
1. Nurse (Cultural literacy)	She needs a well-compensated job that actually cares for her well-being especially these hard times when they are dealing with Corona virus.	She is interested to work abroad for better compensation because she believes her work here in the country is not enough to provide for her family and it is not worth risking her life for.	She has no funds or allowance nor connections to get to abroad.	She could just work on the Philippines instead. Our country needs more nurses now than ever.	Racial capitalism. Other countries like the USA, highly encourages immigrants to work for them because of what they offer and what they are capable of. But sadly, it is just an unnoticeable form of racial capitalism. Most Filipino nurses fell for it.
2. Teacher (Cultural education)	He says that teaching is no longer fulfilling due to the new normal setup.	He plans to pause his career in the academe and look for other jobs, preferably abroad while he waits for everything to return to normal.	The degree that he earned in the country do not hold the same amount of credentials if he decides to work in abroad.	He could work in the Philippines instead, if he wants to maintain his degree. He could maintain his work and just find other alternatives that is still	If he decides to work abroad, he will experience underemployment which is common to OFWs. The education he got in the Philippines will not serve him as expected because the curriculum is different.

				related to his education.	
3. Student (Culture-based education)	He wants a better future by working abroad. He had no interest on working in the country.	He plans to earn a degree in the country regardless of course. He is job-centered. He will take whatever job there is as long as it is abroad.	He has no interest in working in the country because of he lacks culture-based education.	If given the sufficient culture-based education, maybe he could change his mind. There are a lot of reasons one can have if he/she is well equipped with culture-based education. The love for our country should not be only measured by how much we earn from it. Being culturally literate creates a big difference for one's preferences.	There is a need for more culture-based education in the national curriculum. Students need to appreciate and learn from their local and national culture.

Mansalapus, Aljhon M.

PARTICIPANT	PROBLEM/NEEDS	EXPECTATIONS/ INTEREST	WEAKNESS/ CONSTRAINTS	POTENTIALS	CONSEQUENCES
Melanie Q. Prado- Student	Promotion and preservation of Fluvial Santacruzan in Brgy. Mongpong, Sta Cruz	In celebration of Flores de Mayo, Brgy. Mongpong in the Municipality of Sta Cruz have a unique way of celebrating it in a way of Fluvial Santa Cruzan. It is a part of Mongpong people to preserve and promote their unique way of their devotion to Blessed Virgin Mary.	Other Young people do not participate in this activity, where they should be here so that they know the ways to be celebrated and to be passed this kind of tradition to other generation. This kind of unique way of Santa Cruzan is not recognize or known by majority.	Embracing this kind of activity or celebration will promote and preserved the rich culture and tradition of Marinduque.	Fluvial Santacruzan in Santa Cruz Marinduque will be identified and recognized, and it will increase the tourist attraction in Marinduque.
May Ann M. Mapacpac- JHS Teacher Mongpong NHS	Inclusion of cultural awareness in the classroom or lesson.	Developed skills and awareness about culture.	Lack of available resources and written references as basis to further educate learners	Stock knowledge, ability to search for reliable sources of information	Challenges in the process of integration in the classroom, requires time and effort to gather information, promotion of awareness among people.
Analyn R. Regencia- JHS Teacher	Culture Awareness in teaching	Developed teacher's cultural awareness in teaching.	Lack of seminars, trainings and workshops for teachers	Teachers should have more trainings, workshop, seminars in	Breakdown cultural barriers, build cultural bridges, and

Mongpong NHS				order to improve their cultural awareness in teaching	teachers can relate better to people with cultural differences.
Mark Kevin S. Evangelista, LPT	Provision of Cultural Learning Activities and strategies in the curriculum of Secondary Schools in the New Normal System of Education	The provision of such Cultural Learning Activities and |Strategies in the Curriculum featuring the different cultural identities of the different municipalities in the province will promote cultural preservation and respect especially in these challenging times that we need to uplift the moral of Marinduquenos . Give way to personal appreciation of our learners to promote their unique cultural celebrations I their own localities.	Collections, Formulation, and selection of cultural strategies and Activities suited for the secondary learners	The provision of different Cultural Learning activities and strategies will facilitate a more comprehensive and accurate grasp of Native cultures which are no longer practiced or valued in the different Localities	Cultural Ethics shall be highly considered and treated with utmost respect
Myrna E.Candelaria-SHS Teacher	Strengthening of cultural activities amidst of pandemic	Developed Strategies that is applicable in our present situation in order to promote culture	Person responsible to do the initiatives, and how to preserve it's originality	Availability of written/compilation of culture in Marinduque that serves as basis in developing	It require time and effort In developing strategies/activities in promoting

		even in times of pandemic.		activities that suits in the situation.	culture in time of pandemic.

Marciano, Jolibee L.

Participants	Problem/needs	Expectations/ interests	Weakness/ constrain	Potential	Consequences
Mrs. Amelia R. Moreno (School *Guidance Designate*)	More pleasures to adapt technological changes such as mobile devices changed the way that people communicate.	Limiting the use of gadget regarding on its purpose.	Communication between parents and students were lacking because both of them were busy chatting on their mobile phones.	Strong bond and communication between parents and children.	Restoration of traditional practice of close family and shared experiences.
Mrs. Nemia Pimentel *(Business Owner)*	Global restaurant chains that compete with traditional restaurants.	Preserve the culture and promote culture identity.	People are now patronage and adapt the cuisine in other countries.	Culture is resilient and this can cause improvement such as traditional restaurants that improve their menu due to increased competitive pressure.	Skills in the local cuisine were enhance and can be used to start business that satisfy the needs of the people in the community.
Mr. Reynald Palomares *(Teacher)*	Lack of knowledge about culture	Engage in local studies and symposium	Misinterpret the behavior of a child and inaccurately judge students as poorly behaved or disrespectful.	They can work with different people in the community in a positive way.	Helps them to be more understanding about our differences, and listen to different perspective about project and can come to better conclusion in a decision making.
Mr. Jarrence Narito	Exercising the "tandok" as traditional	Visit the school or barangay	Affects the knowledge,	People patronage tandok because	Virus from animal bites can affect the

(Schhol Nurse)	treatment for animal bites.	clinic for the proper treatment for animal bites.	attitude, and practices of the people on how to properly handle animal bites.	of some reason such as expensive cost of vaccine, and belief that tandok has same efficacy to vaccine.	body and can cause severe illness.
Students	Tardiness in attending flag ceremony	Parents should encourage their children to wake up early to attend every Monday's flag ceremony.	Unable to sleep early because of excessive use of gadget at night.	Proper guidance and responsibility of parents and also self-discipline on the part of the student.	Able to wake up early and attend flag ceremony and establish good relation with parents and teachers.

Mendoza, Jing-jing L.

Participant	Problem/ Needs	Expectations/ interests	Weakness/ constraints	Potentials	Consequence
Orlan L. Malacas (Barangay Captain)	Beliefs of the people in our barangay that COVID is just a flu.	Brgy. Captains should invite medical experts to educate the residents in his barangay about COVID. As barangay Captain, he should also be strict in implementing rules re-covid prevention for the safety of everyone in the barangay.	Lack of support from the people in the barangay.	Brgy captain and the people in the barangay should have a common goal which is to prevent COVID.	High cases of COVID
Ellen Irasga (BHW)	Residents hide their real conditions during their	BHW should report the true conditions of the residents in their barangay.	Lack of knowledge about COVID.	BHW could prevent the rising of COVID cases.	High cases of COVID

	house-to-house visits.				
Marlon Ranioso (Brgy. Tanod)	Residents barely believe in the power of brgy Tanods especially during curfew.	Brgy. Tanods should act as the police image in the barangays.	Lack of incentives. Lack of directives.	If the residents will abide the tanods in the barangay and if the people will also religiously wear facemask when going out of their houses., cases of COVID will be prevented.	High cases of COVID in the barangay. More people get mad at the barangay Tanods.
Arthur Labay (Resident, do not believe in COVID)	COVID is just a flu, so he doesn't wear facemask every time he goes out. He literally doesn't believe in COVID.	Residents should help in preventing COVID not in spreading. If he doesn't believe in COVID, he should just stay at home.	If the residents are not careful if they are sick, they might be the carrier of the virus without realizing it.	Every individual should be responsible for their actions in order for us to end this pandemic.	If the resident is careless COVID cases in the barangay will not be prevented.

Mogol, Joanne C.

PARTICIPANT	PROBLEM / NEEDS	EXPECTATIONS/ INTERESTS	WEAKNESS/ CONSTRAINTS	POTENTIALS	CONSEQUENCE

Michelle P. Marasigan (Administrative Officer National Museum of the Philippines, Boac, Marinduque)	Alteration of engraving items like Moryon Mask Less attention of the children in making Moryon Mask	Strengthening of handicraft, engraving and some icons of the province	Lack of seminars and training Rapid growth of Urbanization and Globalization	An intensify awareness about handicraft, engraving and in promoting the icons in the province	Meaningful involvement of the community for the development of the culture and tradition of the province
Anne Lauren Mapacpac (MAPEH Teacher)	Diminishing of Laro ng Lahi – Filipino indigenous games (tumbang preso, piko, patintero, dampa etc.)	Parents should limit their children on the use of gadgets instead let them exposed to their environment	The impact of technology in the students	Requiring student's active participation as part of their extracurricular activities Gaining more knowledge ad wisdom as they are exposed to them environment, learning while exploring	It can be preserved employing continuous engagement in the respective houses and classroom integration by considering the use of native materials
Yolanda Sto. Domingo (Teacher In-Charge and Guidance Coordinator)	Declining the traditional of having the Family Holy Rosary together	Strengthening the family ties	Lack of parental guidance	Parents and elders in the family or community should work together in generate these practices	Prayer helps deal with stress, enables to focus on shared beliefs and hopes for the future, and allows them to deal constructively with challenges and

					problems in them relationship and in their lives
					Families used prayer time as a way to transmit religious traditions to younger generations
Jude Hernan Manao (Sanggunian Kabataan)	The awareness of the children to the Feast Day of the Barangay	Community cultural plan activities	Mis-interpretation of Feast Day	The community embrace and celebrate the Solemnity of the Feast Day	Building a recognition in a cultural activity
Mary Ellaine O. Santos (Araling Panlipunan Teacher)	Mostly some of the learning materials are not localized and contextualized	The impact of social media which caused marginalization to several indigenous group	Some books are not contextualized for indigenous minorities. Lack of trainings and seminars that will promote the application of cultural relativism to the teaching and learning process	Development and validation of contextualized modules	Reliable localized teaching and learning materials

Morong, Ronalyn R.

Participant	Problems/ Needs	Expectations/ Interests	Weakness/ Constraints	Potentials	Consequence
Merlecar Soleta (Teacher)	Lack of seminars/ trainings attended	DepEd provides more virtual seminars and trainings for the teachers with fast internet connection	Slow internet connection during webinars and online trainings	Seminars/ trainings gives additional learnings and provides knowledge that will be able to share to the pupils in order for them to learn	Even though the Department of Education provides more seminars and trainings, not all the teachers have technologies to be used in order to participate in the activities most especially the slow internet connection was the main problem in the far-flung areas
Marife Maaño (Principal)					
Carmencita Cabarles (Brgy. Councilor)	Lessen Festival Participation	We get to know about different religions	Overcrowding and increase antisocial behavior	Build social relations and social correspondence with prompts solidarity among the individuals	Can Attract visitors
Sherly Fe Lecaros (Cathechist)	Forgotten practice of praying before meal	Parents guidance in inculcating these practice/ values	Lack of parental guidance and interest in online games and using gadgets	Parents and elders should make a proper guidance inculcating the practice/ values	Restoration of the habitual practice of praying before meal
Rose anne De Jesus (PTA)	Some pupils will not be	Provide modular and	No/ poor internet connection	Parents and teachers abreast each other in	Through the guidance of parents and

	able to attend online class	written activies for pupils		monitoring the learnings of the pupils	teachers the learnings of the pupils will continue to achieve

Murillo, Anthony E.

Participant	Problem/ needs	Expectations/ interests	Weakness/ constraints	Potentials	Consequence
1. John Daniel N. Panganiban (Student)	Need more time to study indigenized education.	Students needs to be exposed in indigenous knowledge to fully appreciate and preserve it.	Most of the students prefer to educate themselves with the cultures of other. This is because of lack of local cultural education and they did not appreciate it.	If students are culturally aware, their learning will revolve around the for the betterment of the community through unlimited opportunities culture offers. Then, indigenous knowledge will be passed down through generations.	Gave more time to study indigenized education.
2. Mr. Erwin Pimentel (Parent)	The youth now a days didn't practice "pagmamano" to the elderly.	Parents and elderly should be the responsible in restoring this practice.	Some youth now a days are not familiar with that practice due to lack of parental guidance.	Parents and elderly should work together in restoring this practice.	Restoration of "pagmamano" practice.
3. Mrs. Crisanta R. Riego (PTA President)	Students are not participating in the community cultural activities.	Community-inclusive school's plan of activities	Low self-confidence and participation drive of students.	Require student participation as extra-curricular activity.	Participation of students to school and community cultural services.
4. Mrs. Edna R. De Luna	Lack of localized teaching and	Provide localized teaching and	The teaching and learning materials	Production of self-made localized	Assured actualization of localized

(Head Teacher III of Punong Elementary School)	learning materials.	learning materials.	provided by the Central Office are in general perspective.	teaching and learning materials.	teaching and learning process.
5. Mrs. Helen Q. De Luna (MAPEH teacher)	Local Games like Luksong Tinik/Baka, Tumbang preso, sipa, etc. are not familiar with students now a days due to gadgets that they played.	Parents should observe their children on the use of gadgets and teach them some local games.	These local games were slightly diminishing due to the modern technology.	Integrate these local games in school sports fest or intramurals for the children to be familiar with the local folk games.	Restoration of local games.

Nepomuceno, Rufina L.

Participants	Problems/ Needs	Expectation/ Interests	Weakness/ Constraints	Potentials	Consequence
Mrs. Hernalyn Mascarenas Values Education Teacher	Deterioration cultural values and traditions among teenagers	Cultural values among teenagers should be developed in the family and in school	Absence of parent's guidance due to Some parents are depending on the guidance of teachers/adviser.	Both parents and teachers must work together in guiding the teenagers.	Develop and preserve cultural values among teenagers.
Mr. Domingo Labog Senior Citizen in the Community	Lack of cultural awareness and cultural orientation.	Promote culture-based education and promote the Filipino culture in the community .	Lack of knowledge about cultural education, and lack of knowledge in promoting Filipino Culture.	Leaders/ Brgy. Officials must conduct orientation/ seminar in the Brgy. About promoting Filipino culture.	Members in the community will be challenged in cultural orientation .
Ms. Kaytrix Retardo Student	Lack patriotism and appreciation in local Artists Industry	Students must be the one to support our local artist industry	Influence by modern civilization .	Both parents and teachers should promote our local	Promote and support our local

				artists among the students.	Filipino artists.
Mr. Ryan Lazares MNHS Alumni	Deminishing traditional music, dance and Theatre	Inculcate at home and in school the traditional music , dance and theatre	Influence by modern technology and media	Both parents and students should instill /infuse to the students the appreciation of traditional music, dance and Theatre	Promote and support traditional music, dance and theatre.
Mr. Doenz Mercene Former PTA President in MNHS	Lack of localized/contextualized teaching and learning materials	Supply or provide localized/contextualized teaching and learning materials	Division Office should provide teaching and learning materials.	Develop self-made localized/contextualized teaching and learning materials	Apply or use it teaching the students.

Nocum, Hannah Cinkee O.

Participant	Problems/ Needs	Expectations / Interests	Weakness/ Constraints	Potentials	Consequence
Norminda S. Mabao ***Principal I, Bognuyan NHS (Internal stakeholder)***	Insufficient contextualized teaching and learning materials in TVL-Caregiving 11 & 12	Providing the availability of contextualized teaching and learning materials TVL-Caregiving 11 & 12	Central Office/Regional Office/ Other RO's produced teaching and learning materials are in national/ general perspective TVL-Caregiving 11 & 12	Production of self-made contextualized / localized/ indigenized teaching and self-learning module materials TVL-Caregiving 11 & 12 (subject teacher)	Established the actualization of contextualized teaching and learning process for TVL-Caregiving 11 & 12
Albino M. Sales ***Bognuyan PTA President (External stakeholder)***	Lessen the traditional and cultural values among Grade 11 & 12 Caregiving students	Homes should be the one to instill the study values	Values dependence on teachers; Insufficient parental guidance and supervision	Shared responsibility of parents and teachers in guiding the students	Arrangement of cultural values and preservation of traditional and among students
Mr. Ken Sanchez	Low participation of	MOOE Fund-Community-	Non-inclusion in APP budget	Finding Donor: For the	Participation of students to

PTA President-SHS (External stakeholder)	students to community cultural health activities (gift giving to less fortunate children/PWD's, special children and elderly)	inclusive school's plan of activities		gift giving activity: Require student participation as extra-curricular activity; integrate community cultural activities to school culminating activities	school and community cultural activities
Shirley M. Rianzares, RN ***Head Nurse-MPH (External stakeholder)***	Assessment of Grade 12 Caregiving student in determining abilities during Work Immersion	Strengthening of skills and abilities in Caregiving in the school	Reviewing the skills and potentials of learners though there are diversity among students	Support skills and abilities of students through cultural diversity engaging in actual-demonstration activities inside the school	Strengthening and preservation of actual-demonstration activities inside the school.
Hannah Cinkee O. Nocum ***Subject Teacher/ Work Immersion Coordinator (Internal stakeholder)***	Additional subject-Nihongo Language in preparation for the possible students to work in Japan	Establish annual local research and local studies symposium in Caregiving and conducting school to school campaign about school offerings in Marinduque	Few participants and not so interested in the symposium and campaign	Link partnership with Hyoujukai Corporation in Japan for possible sending of Caregivers (N4 Passer)	Available local materials and research for the contextualization of lessons inside schools

Oliveros, Krizzia M.

Participant	Problem/ needs	Expectations/ interests	Weakness/ constraints	Potentials	Consequence
1. **Crescelda R. Nitollano (*Social Science Teacher*)**	Lack of cultural orientations/ seminars on how to contextualized the lessons in promoting local cultures.	To attend to several trainings/seminars in contextualizing the lessons in promoting our very own local cultures.	It is very rare that DepEd provide cultural orientations/ seminars regarding this.	Attend seminars/trainings in contextualizing the lessons in promoting our very own local cultures aside from the trainings/seminars DepEd provides	Gain knowledge in contextualizing the lessons in promoting our very own local cultures.
2. **Elsa M. Mingi (*Parent*)**	Children nowadays are not interested to our very own local cultures, instead give more attention and admiration to international culture	Make the students realize the beauty and wonder of our very own local cultures.	Access to different platforms of social medias allows the students to be more familiarize to the culture of other countries	As parents, make the children realize how important our very own culture in our lives to better understand the present situation that we have now.	Parents and children share bonding moments as they talked about local cultures.
3. **Grecilda L. Pamfilo (*Social Science Teacher*)**	Lack of localized instructional materials that highlights culture literacy. Many students are not familiar with their own local culture.	To produced instructional materials that highlights culture literacy. Enable the students to be more familiar with their own local culture.	Lack of budget and resources.	To be resourceful and seek help and advice from local cultural institutions.	Produced instructional materials that highlights culture literacy and engaged the students to be more familiar with their own local culture.
4. **Reden Fidelino (*Brgy.Captain-Sibuyao, Torrijos,***	There are few written documentations about the culture they	To encourage everyone especially the young researchers in	Primary sources such as the elders are no longer alive, and	Encourage the youth and the community to work together	Promote local culture of their barangay in their

Marinduque **)**	have in their barangay.	their barangay to create cultural documentations of their barangay.	details of information are based from oral communicatio n.	in achieving this goal.	municipality and conserve the beauty of it.
5. Practical Research Teachers (*particularly SHS teachers*)	Few students engaged to cultural research	More interested young researchers engaging in cultural researchers	The method applicable for cultural research is not being given focus in the curriculum of practical research	Introduce the process of cultural research by providing supplemental materials that will help the students in conducting such research	Develop and hone the future cultural researchers of the community.

Olpot, Lovely M.

PARTICIPANT	PROBLEM/ NEEDS	EXPECTATIONS/ INTERESTS	WEAKNESS / CONSTRAINTS	POTENTIALS	CONSEQUENCES
1. ISMAEL L. MALUBAG – Teacher III (JHS)	Integration of culture based especially in locality in teaching and learning process.	Accurate integration of culture based in different subjects especially in major subjects for both JHS and SHS students.	Lack of training pedagogies in the in integration of culture-based education	Awareness in culture especially in the locality they belong. Expand their knowledge about culture-based education. It can be a factor of improving performances in different subjects.	Might be hard for the teachers on how they will integrate especially in math. Teachers might be not fully understanding on how culture based is being done in teaching learning process

2. ORLAN LLOYD T. LANDOY – Teacher II (SHS)	In-depth of understanding of culture-based education	Lack of training for prospective teachers to integrate cultural literacy and culture-based education	Improvement of academic performance; Improvement of learner's knowledge on culture and society	Awareness in culture especially in the locality they are belong. Expand their knowledge about culture-based education. It can be a factor of improving performances in different subjects	Might be hard for the teachers on how they will integrate especially in math. Teachers might be not fully understanding on how culture based is being done in teaching learning process
3. CYRILL ANN M. MATIRA – Teacher II (Elem)	In-depth understanding about teaching strategies that integrate every aspect of community	Content integration of cultural literacy and culture-based education across curriculum.	Culture gap with good communication skills Lack of comprehensive training	Development of cultural skills and competencies needed in interacting with other	Our culture (or any other culture) is shaped through the ages by the collective experiences of its people. As

	culture and traditions in learning academic lessons.	Reinforcement of culture based-teaching using culture-based pedagogy.	paradigm for global citizenship	people and culture. Preservation of Cultural Memory through culture-based learning comes upon a greater understanding of our destiny in our global society of human beings and the global community of nations.	such, whatever shape or form it has taken today, will be very difficult to undo or correct, no matter how outdated the it can be.
3. RAFFY M. NOBLEZA-TEACHER II (SHS)	Contextualization of cultural-based education when it comes to appreciation and understanding of cultural heritage.	Contextualized activities aligned to the target competencies and capability of students. Likewise, nurture the students mind about their cultural heritage, sense of belonging, identity and their active community participation by means of localized resources and materials	Lack of seminars, training and workshops for competent teachers to create and enculturate cultural literacy and cultural-based education.	Promote the sense of Nationalism. Improve the learner's knowledge and skills. It will achieve the target learning objectives.	Contextualization and localization. Limited available resources. Time allotment and adjustment. Diverse Learners

5. **JOSE NIKKO OLIVAR ADASVI (DepEd)**	Balance between culture-based education and the importance of adapting modernization	Diversification of cultural model with the understanding to the cultural backgrounds and needs of the students	Traditional based oriented education	Promote independent learning	Allotment of time and Lack of internet and communication access to individual learners

Palacios, Johnnel A.

Participant	Problem/ needs	Expectations / interests	Weakness/ constraints	Potentials	Consequence
Mrs. Erica S. Palacios Kindergarten/MAPEH Teacher Guisian ES (Mogpog District)	Most of the student lacks in knowledge about local history, historical places and events.	Lesson plans/ teaching process must be integrated to local history and others	Pupils lacks in motivation and willingness to engage in such matters mostly because of the presence of technology	Parents, teachers and other stakeholders must always promote the local history, historical places and events to encourage pupils.	Appreciation and love for local history, historical places and events.
Edgar L. Jardeleza Principal I Capayang ES	Declining awareness of pupils in participation on local or traditional dances and music	Localized teaching materials promoting local dances and music	Pupils are more engage in modern music and dances, booming of pop culture(K-Pop)	Instilling the love and awareness of our local traditional music and dances.	Being proud of our local traditional music and dances.
Mrs. Josephine Constantino	Less attention of children/pupils	Programs for children promoting	Children mostly appreciates	Parents and teachers must find	Preservation and

Parent (External Stakeholder)	to our local cuisine (foods)and products like bibingka, puto-bungbung, nilupak/niyubak.	cooking and patronizing local food cuisines.	new food trends and products especially foods from fast food chains or other countries	creative ways to encourage children to patronize our local food cuisines and products.	appreciation of Local food cuisines and products.
Brgy. Captain Christian Avellana Brgy. Hupi	Declining participation of youth/ students in local festival/ feast day.	Instructing the youth/students the importance of local festival as part of our rich culture.	They lack in confidence in participating such activities and prioritizing other matters.	Barangay programs to encourage students to participate.	Awareness of students and active participation on local festival/ feast day.

Perolino, Ann Margaret

Participant	Problems/Needs	Expectations/Interest	Weakness	Potentials	Consequence
John Paul Buenaventura SK-Kagawad - Laylay	Learner's lack of interest in learning Culture Education in the Philippines	There will be a lot of strategies and Techniques to engage students	Not everyone is applying it even though some Culture based group are encouraging them to do so	Joint responsibility of both experts/teachers in guiding the learners	Students will have wide and concrete knowledge about it.
Fidel G. Embing	Not prioritizing Culture-based Education in	There should be a balanced and prioritized topics that talks about	Lack of explanation, further it must be	Planning and reconsidering for improvement	Much more learning and appreciating with

Teacher – Bangbang NHS	the K to 12 curriculum	Culture-based Education	supervised by the experts		regards of Culture based Education
Franklin Lazo Teacher – Bangbang NHS	Destruction of Native/old houses that leads to destruction of untold and rich history of Marinduque	Preservation of our Historical Old houses/buildings that may show to our future generation	Because of the modernization, economic issues and beautification it is always possible that it will be removed or demolished if needed.	Both International and local tourist will be benefit from it.	It will have a preservation and protection as well for the future of the province/community.

Vitto, Clarissa L.

Participants	Problem/ needs	Expectations/ interests	Weakness/ constraints	Potentials	Consequence
1. JAYSON M. LUNA ***Head Teacher I***	Cultural Diversity -Deviant individuals -Demographic Situation -Rapid Change /Innovations -Era of Globalization and competitive cultures	Social Acceptability of Culture - Consideration among cultural and linguistic aspects in society, families and country as a whole - Adaptability in culture - Educational system must	-Diverse culture -Social Orientations - Core beliefs - Communication Styles -Cultural Insensitivity	- Building Bridges, promote dialogue and diplomatic way of communication to other nations - Education promotes shared responsibility among internal and external stakeholders -	Negative -Cultural Conflict -Racism - Ethnocentrism Positive -Solidarity -Camaraderie -Fellowship -Quality Life

		adapt the cultural opportunities that creates high quality of life - Acknowledge Minorities and promote equalities in gender, race, etc.		Equalization of culture	
2. CHRISTA ANGELICK V. MALINO *(Student)*	*(Cultural/ Individual Differences)* In our current situation my definitely problem as a student regarding cultural literacy and culture-based education is that we do have our different cultures that may not have in common of our cultural experiences that will be needed to comprehend in many texts. The same holds true for language. Language is imbedded in	My expectations for this situation to be able to overcome is to acknowledge, respect and practice cultural sensitivity.	My weakness in this is to hold back my emotions. Because of our current situation I can say that it has a big impact to my mental health. Sometimes I easily get so bad tempered into something that really annoyed me without knowing the feeling on the same situation.	I have this attitude that I can be flexible in any such things. Whatever your culture is, or whether you are cultural literate or not I can deeply understand it. I can help for as much as I can.	In our current situation that only implicates modular and online class we could say that there's a possibility that regarding our cultural literacy, we will have a misunderstanding or it will go in many processes before someone understand such things that are different in his/her perspective as a cultural literate.

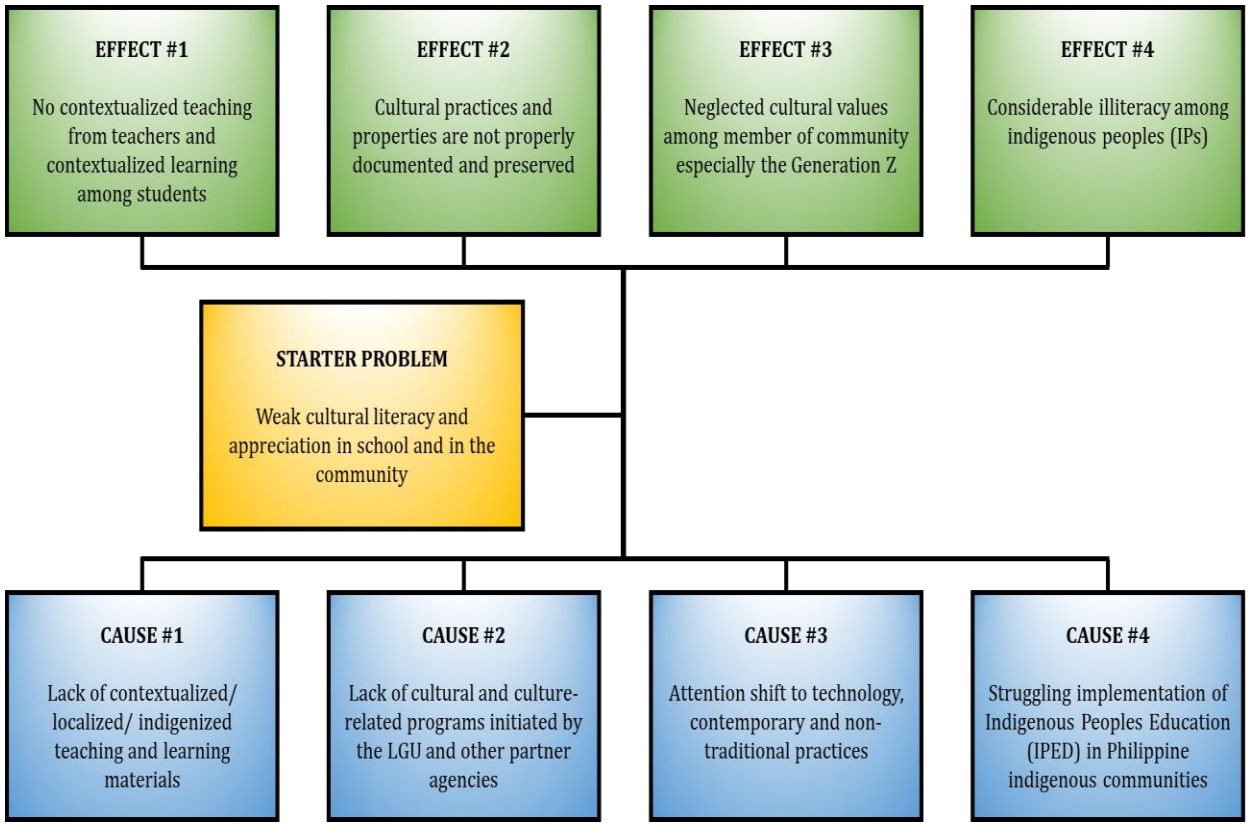
	culture, and culture influences how people think and use language				
3. NERIZ JOY D. VITTO ***Teacher I***	*(Education during COVID-19)* In the rising number of covid 19 cases in the Philippines, political, social, emotional and economical aspects affect the entire country.. As the school opening fast approaching, various problems also arise. Due to economy inflation, budgets were affected. Problems/needs 1. INSUFFICIENT FUNDS/ Budgets- though Deped has the MOOE, the budgets were still insufficient. A. Printing materials are	A. There is an increase in MOOE budgets B. Donations are very much appreciated and must be voluntary C. Globe/PLDT/ Smart must provide strong internet connection for students and teachers D. Data allowances for teachers must be sufficient for everyday use.	Since we are already done in the 1st year of new normal, Adaptability of new normal is still a weakness for all of us. The implementation and execution of modular distance learning is very difficult to instill to our learners since it needs a serious monitoring despite of the learner's location	Creativity, critical thinking and versatility are the potentials that continuously enrich me as a teacher These potentials help me promote meaningful teaching-learning process.	Amidst covid 19 pandemic, DepEd implemented a way to deliver education at home for the safety of our learners. However, modular distance learning isn't a parameter to assess the learning process given to them because learner's attention and interest were distributed to various activities at home.

	really in need nowadays. B. Poor internet connections- C. Data Allowances				
4.Hon. URLAN M. MILAMBILING • ***Municipal Councilor, Mogpog. Marinduque*** • ***SB Chairman*** • ***Committee on Health*** • ***Committee on Appropriation and Comm on Education*** • ***MEMBER,*** • ***LGU MOGPOG IATF - COVID 19***	<u>Financial and Educational Problems</u> Many affected indigents come and seek financial and educational aids/ assistance from the government officials.	More government aids. In the form of medical care supplies, medical vaccines, isolation facilities and health care personnel, doctors and other frontline workers. In educational assistance, schools seek for assistance for distribution and retrieval of modules.	Exhausted govt budgets/fundings. People are adamant to follow strict health protocols, government officials prone to illegal acts, corruptions, in the procurement of medical supplies and equipment.	Business and economic activities to resume to generate revenues for the government and help sustain people's daily life thru resumption of work	Govt official's failure to solve this crisis will bring further chaos, more death and mistrust to our government
5. EROLL JOHN DUMARAN ***BSED Science-4th Year***	Superiority and inferiority of cultures Difficulty in understanding others culture	I expect that culture-based education is well prioritized, discussed and implemented in a	Close minded to understanding others culture	Cultural literacy and culture-based education will pave way to a healthier and harmonious	Being a cultural literate can lead to a more peaceful learning environment, where students, despite of their differences in

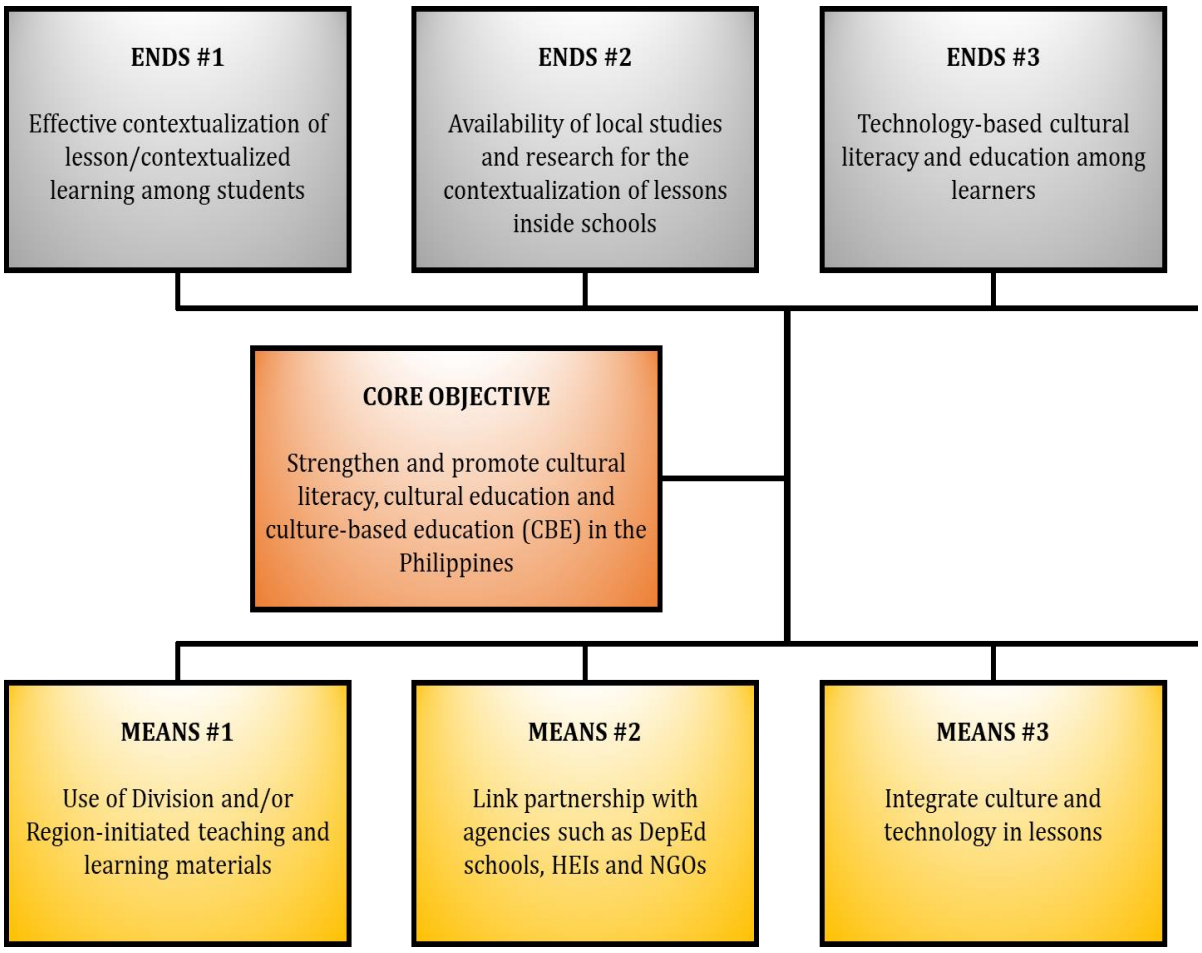
		classroom setting.		learning environment.	culture, can still interact and understand each other, with no conflict.

Problem/Objective Tree

Group 1
A. Problem Tree



B. Objective Tree

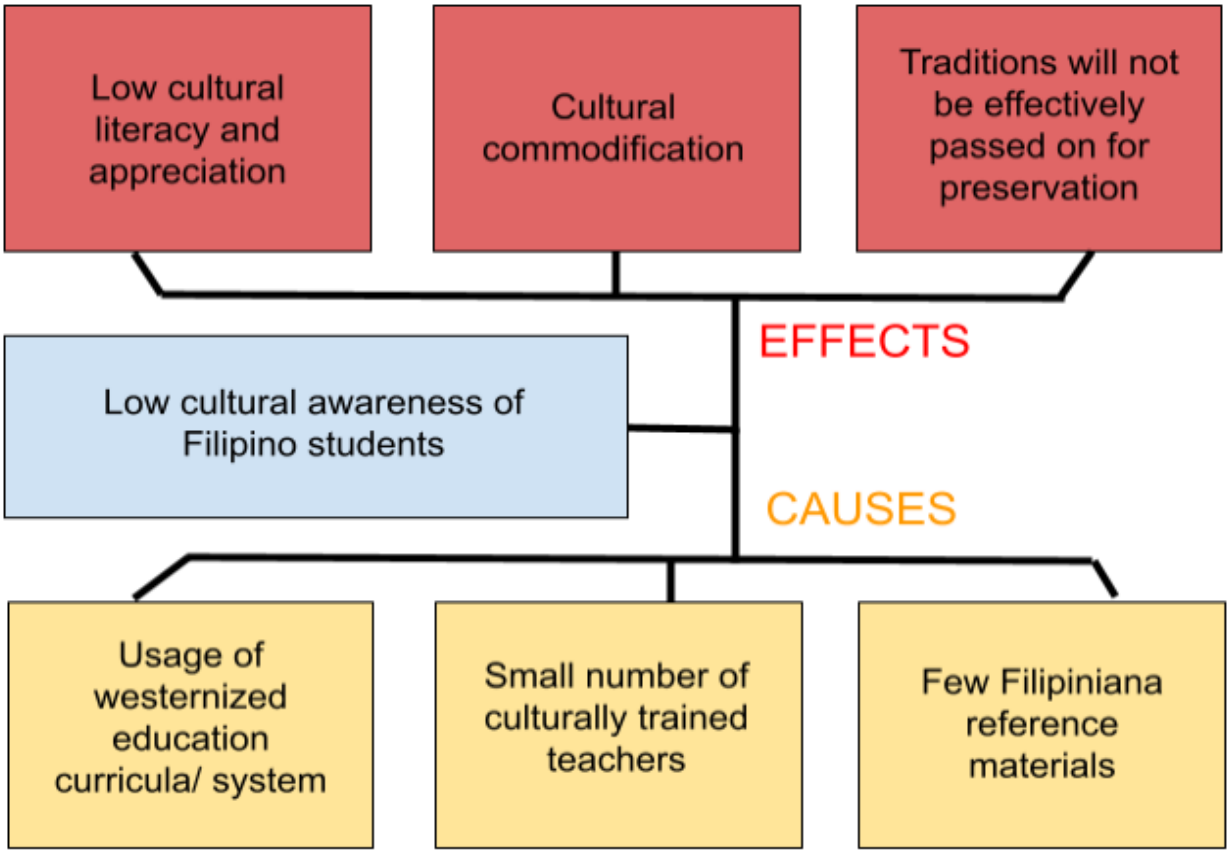


Group 1

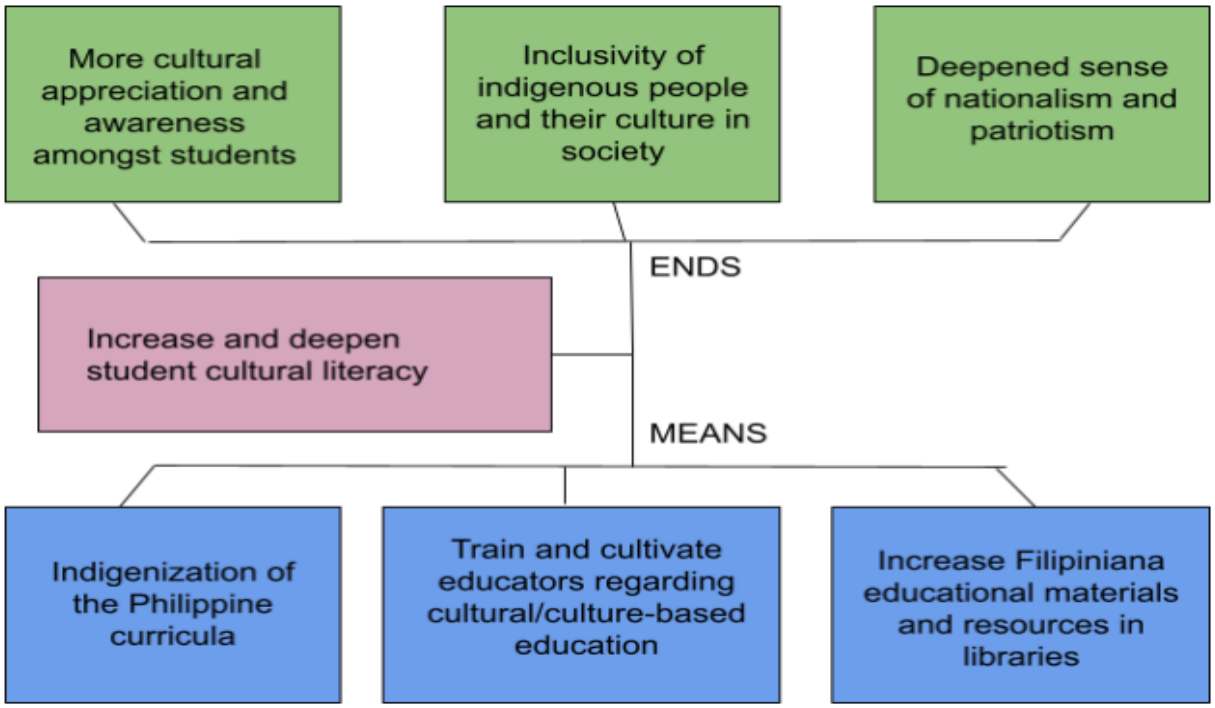
Alojado, Christabel P.
Ballovar, John Michael T.
Brual, Romilyn M.
Galloniga, Rhia J
Insigne, Crystal L.
Jalac, Jellie Ann L.
Laderas, Jerahmeel M.
Lagustan, Joephet M.

Group 2

PROBLEM TREE

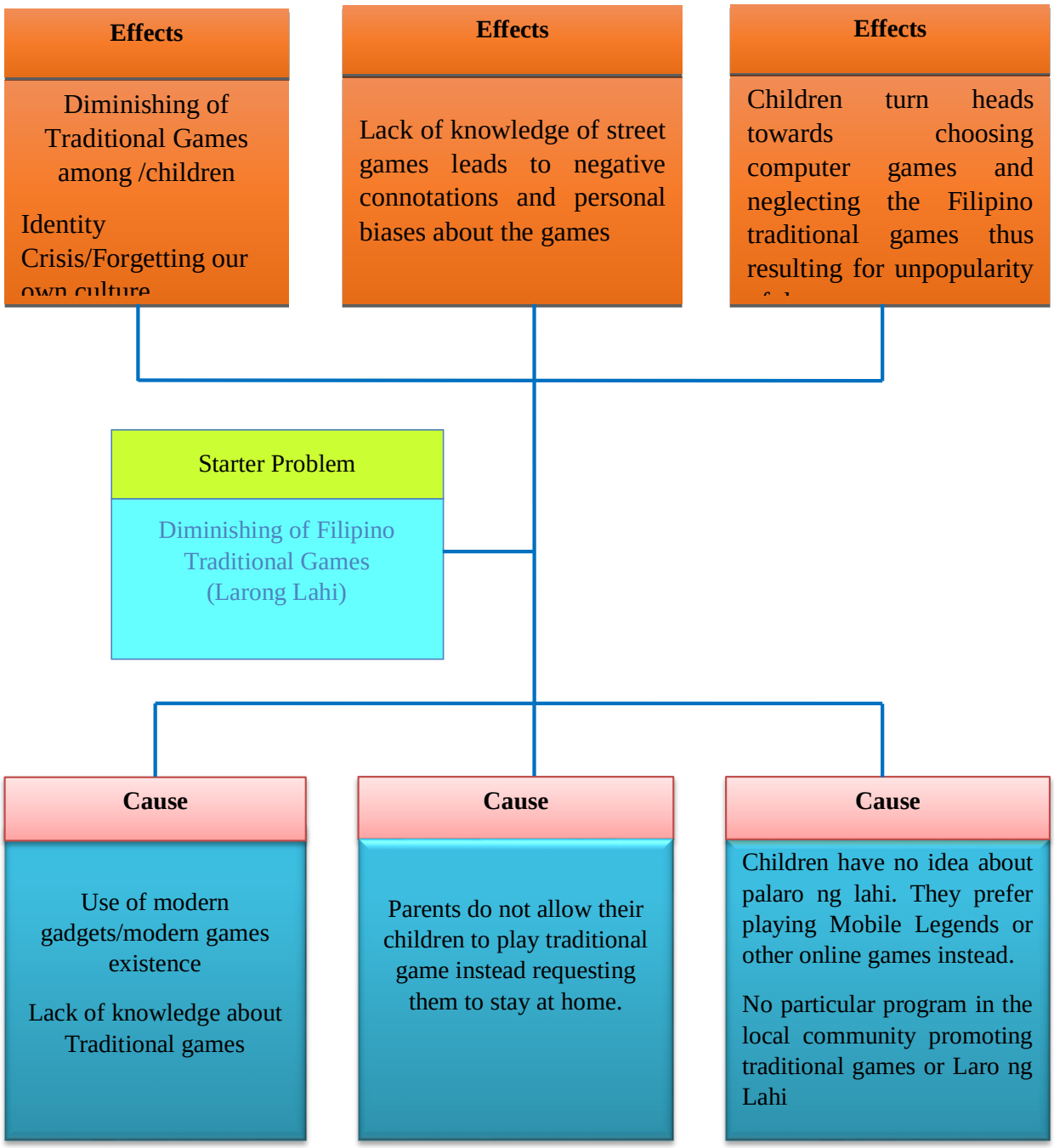


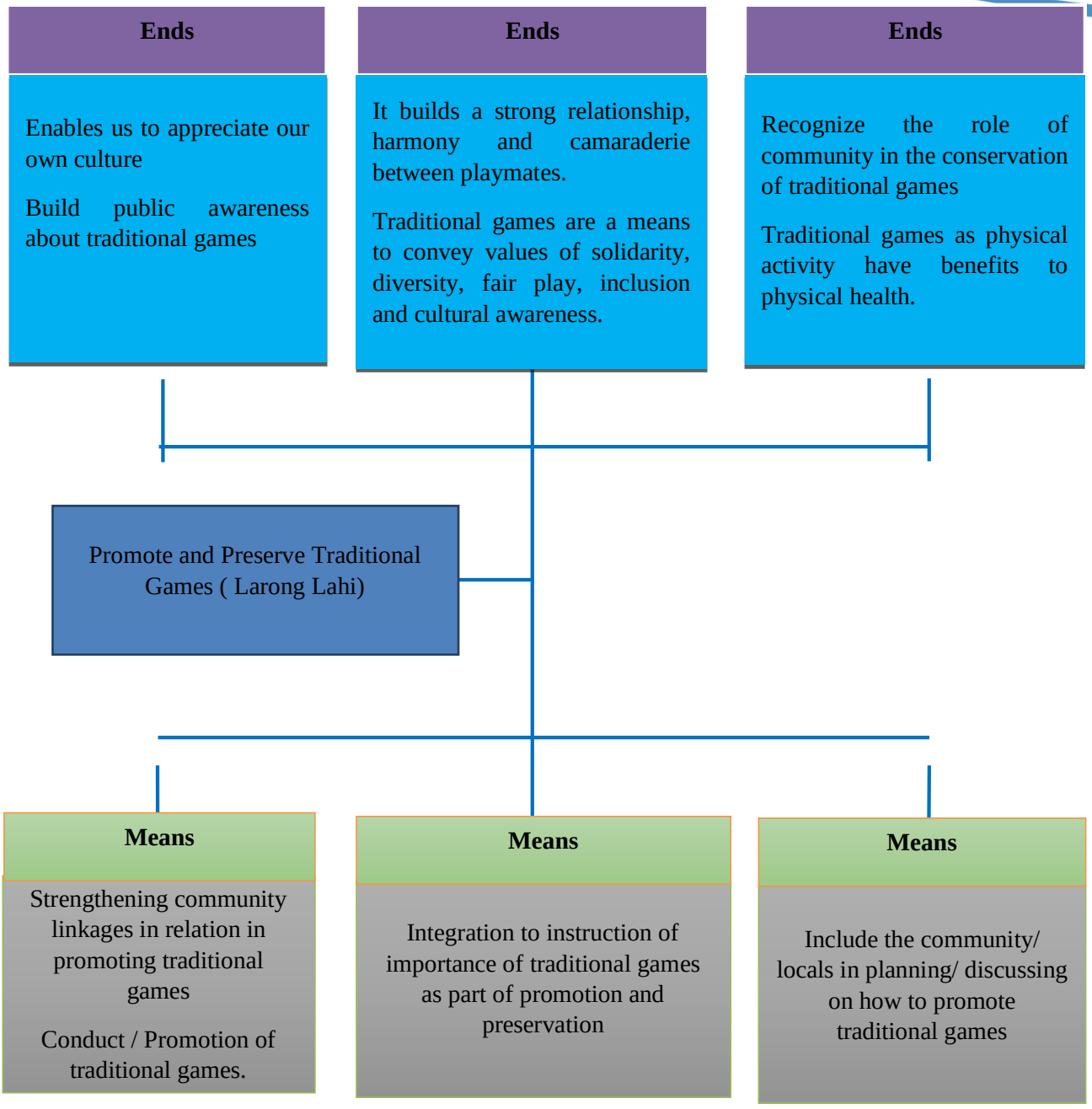
OBJECTIVE TREE



GROUP 2
Lamac, Kate R.
Lanete, Micha M.
Leyco, Marco Alexandro M.
Lozanta, Joseph L.
Luci, Myra M.
Madriaga, Vince Justin Roland S.
Magno, Rizalyn M.
Magramo, Rico G.

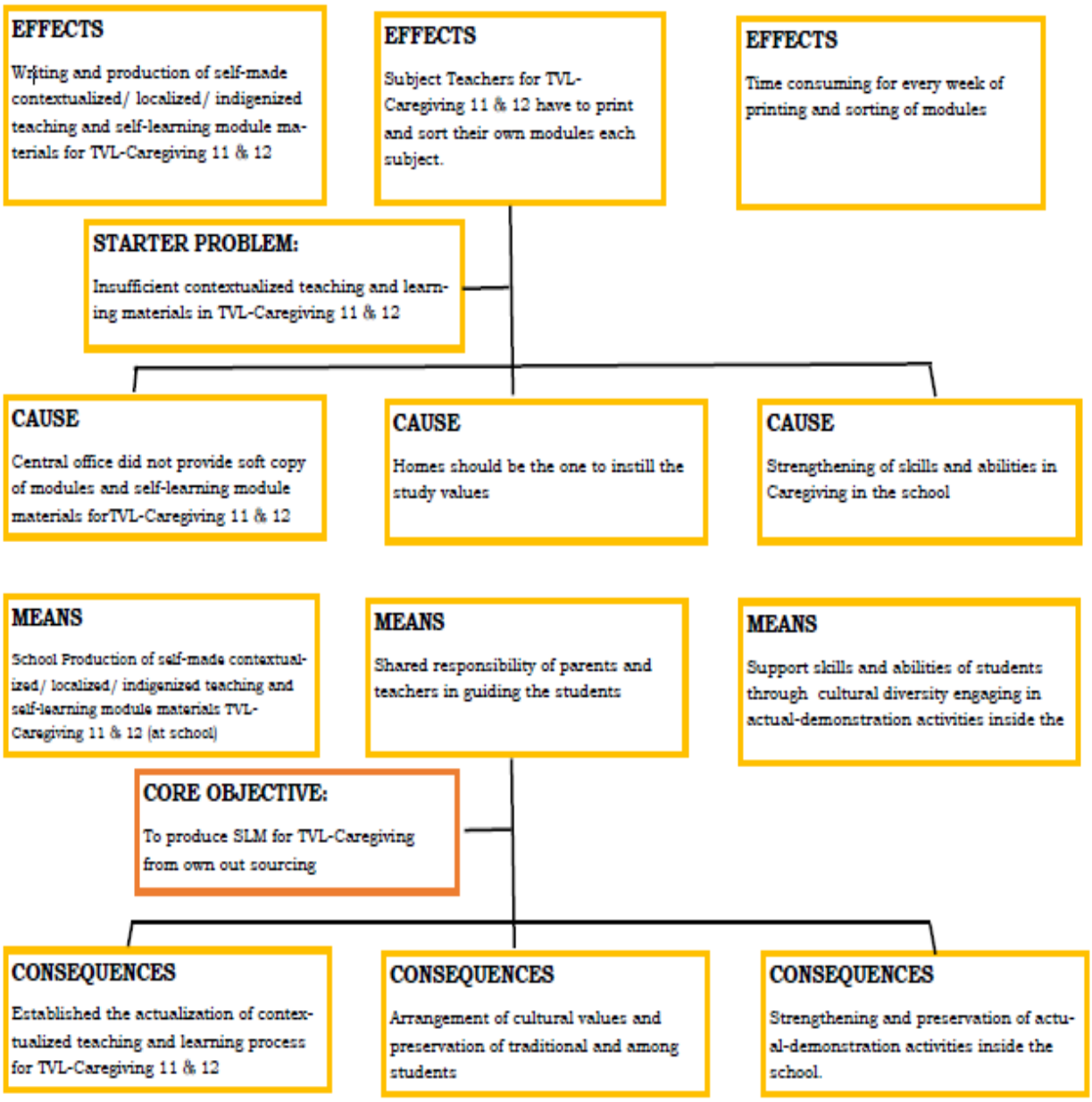
GROUP 3


Effects
Diminishing of Traditional Games among /children
Identity Crisis/Forgetting our own culture
Effects
Lack of knowledge of street games leads to negative connotations and personal biases about the games
Effects
Children turn heads towards choosing computer games and neglecting the Filipino traditional games thus resulting for unpopularity
Starter Problem
Diminishing of Filipino Traditional Games (Larong Lahi)
Cause
Use of modern gadgets/modern games existence
Lack of knowledge about Traditional games
Cause
Parents do not allow their children to play traditional game instead requesting them to stay at home.
Cause
Children have no idea about palaro ng lahi. They prefer playing Mobile Legends or other online games instead.
No particular program in the local community promoting traditional games or Laro ng Lahi



Group 3
Ana Jessa J. Malco
Eric J. Maningas
John Earl Manlisis
Aljhon M. Mansalapus
Jolibee L. Marciano
Jing-Jing L. Mendoza
Joanne C. Mogol
Ronalyn Morong

Group 4



Group 4

Murillo, Anthony E.
Nepomuceno, Rufina L.
Nocum, Hannah Cinkee O.
Oliveros, Krizzia M.
Olpot, Lovely M.
Palacios, Jonnel A.
Perolino, Ann Margaret
Vitto, Clarissa L.

Module 3: Open Space Technologies

- **OST Topics**
  - **Instruction.**
    Search for five topics which are being shared via Open Space Technology (OST) about culture-based concepts related to the subject that you are now teaching. Write your insights on how these culture-based concepts are being explained thru OST platform.

- **OST Principles**
  - **Instruction:**
    The class will try to utilize the guiding principles of open space technology to discuss their combined output on individual activity.

OST TOPICS

Insigne, Cystal

Topic	Culture-based concept	OST platform	Insights
1. **SPED Talks: Inclusion at the time of COVID-19 Pandemic (May 15, 2021)- UP College of Education (eduksc)**	Inclusion Contextualized Learning	Zoom Meeting	At this time of pandemic, SPED children are the ones most neglected and they belong to the group that is severely affected by the sudden shift in the delivery of learning. That is why it is very important to pay attention to this sector by including them and prioritizing them in designing resourceful and effective means of delivering learning to them.
2. **Virtual In-Service Training for Teachers (VINSET 2.0)** -Child-Friendly Approaches in para-Teachers -Radio-Based Instruction and TV-Based Lessons -Mental Health and Bullying	Contextualization Filipino Psychology	Google meet, FB live	Teachers were presented with different techniques and applications readily available that they can use to make the teaching-learning process go along smooth for both teachers and learners.
3. **Social Skills for Children with Special Educational Needs (June 22-24, 2021)- SEAMEO-SEN**	Contextualization Inclusion Indigenization	WEBEX	This webinar-course was conducted by SEAMEO-SEN and experts from Malaysia shared their knowledge to SPED teachers from Brunei, Vietnam, Thailand, Malaysia, Indonesia and the Philippines. SPED teachers were given

			ways to contextualize their lessons so that children with special educational needs can use them in their daily lives.
4. National Webinar on Kindergarten Remote Teaching and Learning: Developmentally Appropriate Responses in the Time of Covid-19 (September 14-18, 2020)	Contextualization Indigenization	Facebook live, Zoom Meeting	This webinar was attended by teachers and parents. They were given tips to contextualize their lessons for young learners and use available materials at home and in the locality to be used in learning.
5. ELT and the Digital Future: How can Language Teachers Stay Ahead of the Curve? (February 13, 2021)- Linguistic Society of the Philippines (Lasallian Institute for Development and Educational Research)-LIDER	Language	Zoom	Teachers were provided with platforms and apps they can use to teach language that will awaken the interest of their learners. Language is one aspect of culture that continuously evolves. Learners' interest in learning a language also changes with time. Thus, language teachers should be well equipped with strategies to effectively teach their learners.

Jalac, Jellie Ann l.

TOPIC	CULTURE-BASED CONCEPT	OST PLATFROM	INSIGHTS
NATIONAL SEMINARWORKSHOP ON TEACHING THE HUMANITIES AND SOCIAL SCIENCES (HUMMS) IN THE K-12 CURRICULUM	***CULTURE BASED LESSONS**	Face to Face Session	What made these seminars OST is that participants brainstorm to help one another formulate outputs. Groups can observe other groups or ask questions to get a different perspective on

CONTEXTUALIZATION WRITESHOP IN THE DEVELOPMENT OF BUDGET WORK IN ARALING PANLIPUNAN	***Local history and culture**	Face to Face Session	the topics assigned to their group.
FOLK CATHOLICISM: ANG PAGTANGGAP AT PAGAANGKIN NG BAYAN SA KATOLISISMO	***Philippine History** ***Philippine Religion**	Live Stream Youtube	The thing with live streams that was hosted by Vibal and other groups is that they have

Laderas, Jerahmeel M.

TOPIC	CULTURE-BASED CONCEPTS	OST PLATFORM	INSIGHTS
Glokalisadong Guro sa Panahong Glokal: Maka-Filipinong Pananaliksik sa Gitna ng Pandemya	Glocalization Filipino language Filipinization Indigenization Culture-based pedagogy Culture-based research	Zoom Video Conferencing; Facebook Live	The three Ls of this webinar, which are the focus of a glocal teacher-researcher are: 'Lipat', 'Lapit' and 'Lapat'. In connection with the celebration of Buwan ng Wika 2021, the importance of 'Lipat' is focused on the decolonization of our culture, language and history in order for us to move forward to glocalization. 'Lapit' is centered on the indigenization of our awareness and consciousness for us to see the reality of being a true-blooded Filipino while 'Lapat' is the application of glocalization and indigenization in a pandemic-resilient pedagogy and research. As a teacher, we must know the nature and free evolution of the characteristics and capabilities of our language. We must also adapt with the existing approaches of expertise required in these times. Also, we must weave the

			possibilities to benefit from present discoveries through and within the body of pedagogy and research.
Tracing our Roots: A Webinar Series on Filipino Pre-Colonial Ancestors—Our Ancestors in Us	Filipino pre-colonial culture Filipino pre-colonial history	Facebook Live; Youtube Live	As Araling Panlipunan teachers, we must learn how to filter the content of our lessons and topics in teaching history. We must learn how to validate the historicity of our lessons. We must also learn to study the unexplored and unknown side of our Filipino historical figures through reading commentaries, annotations and researches that may be available through Open Educational Resources (OERs) available online. We must also make the habit of watching historical documentaries available in Youtube and participate in webinars.
Gender and the Church: Discovering Biblical Equality	Socio-cultural customs/traditions Social norms Gender culture Church culture Religious beliefs	Google Meet	The community, the schools and the Church should be gender-sensitive and gender-inclusive. At present, the 'church vs gender issue' is arising which should be properly addressed. Schools and church have separate roles and functions in addressing gender issues. Since the Bible talks about various gender topics such as gender binary and gender complementarity, gender expression, and gender diversity, these themes can be used in addressing positively the concerns inside the Church while these can be bases in a gender-sensitive pedagogy in schools.
Bantula International Conference on Culture-Based Education Research—Mapping the Role of Culture-	Local cultural mapping Contextualized pedagogy Culture-based education	Zoom Video Conferencing	As my key takeaways from this international conference, it is an imperative for the Philippine education sector to intensify various local cultural mapping activities thru the efforts the local

Based Education in Times of Pandemic: Implications on the Local, National, Regional and Global Landscapes			government units (LGUs) and partner agencies such as NCCA-PCEP. This will lead to the construction of contextualized teaching and learning materials which are both needed inside our classrooms. I believe that contextualized learning is similar with meaningful and developmental learning of learners. Through researches, contextualized pedagogy is strengthened and endeavored. In these times of pandemic, research and local cultural mapping activities are both under its challenges. But still, research and local cultural mapping activities can be virtual-based.
41st National Conference on Local and National History of the Philippine National Historical Society	Philippine history Local studies Historical revisionism	Zoom Video Conferencing	This conference focused on the quincentennial commemorations taking place in 2021, the commemoration of the end of World War II, and other topics that are relevant to the pandemic. My takeaways from this conference are: we must value the historical validity and importance of local histories to the formation of national history. The problem is there is a limited nature within the Philippine history. This finite nature of Philippine history is due to the cheapening of local history due to mishandling and improper preservation of locals. So, we must intensify the conduct of researches and studies focused on local history and culture so that we may have more firm foundation of our written national history. Moreover, the critical importance of local history in the understanding

			and the writing of a genuine national history cannot just be ignored because of the following reasons: 1) the study of local history provides the foundation and the substance of true national history; 2) local and oral history are fundamental to national interests, and 3) local history is the building block of national history.

Lamac, Kate R.

TOPIC	CULTURE-BASED CONCEPTS	OST PLATFORMS	INSIGHTS
PAGPAPLANONG PANGWIKA , SIKOLOHIYANG PILIPINO AND HERITAGE LAW	FILIPINO LANGUAGE FILIPINIANISM HERITAGE	ZOOM VIDEO CONFERENCING: FACEBOOK LIVE	Spreading our language is a major challenge at this time. It is a major challenge because there are so many obstacles for those who care about the Filipino language to accomplish this objective. Even more so, the highest leader of our country is so open to his belief that Filipino should be strengthened in our country and even provides a substantial amount so that the expansion of this language can be successful.
FOR PARENTS :HOW TO BE A TEACHER DURING THE PANDEMIC MOST ESSENTIAL CULTURE-BASED LEARNING	PARENT TEACHER CULRURE BASE LEARNING	ZOOM VIDEO CONFERENCING: FACEBOOK LIVE	Despite the overwhelming consequences of the pandemic, this global crisis has also been an extraordinary time for learning. We are learning how adaptable and resilient educational systems, policy makers, teachers, students and families can be.

MAPPING THE ROLE OF CULTURE BASED EDUCATION IN TIMES OF PANDEMIC:IMPLICATIONS ON THE LOCAL,NATIONAL,REGIONAL AND GLOBAL LANDSCAPES	MAPPING CULTURE BASED EDUCATION GLOBAL LANDSCAPES	ZOOM VIDEO CONFERENCING: FACEBOOK LIVE	In order to build back stronger education systems, countries will need to apply those teaching initiatives that have proved to be effective during the remote learning phase and integrate them into the regular education system.
CRITICAL THINKING IN ENGLISH LANGUAGE TEACHING	CRITICAL LANGUAGE	ZOOM VIDEO CONFERENCING: FACEBOOK LIVE	First I have understood that , if language learners can take charge of their own thinking, they can monitor and evaluate their own ways of learning more successfully. Second, critical thinking expands the learning experience of the learners and makes the language more meaningful for them.
NURTURING THE INDIVIDUAL ,CAPACIATTING THE COMMUNITY,EMPOWERING THE NATION	CRITICAL LANGUAGE	ZOOM VIDEO CONFERENCING: FACEBOOK LIVE	A one-day online orientation to the concept of Culture-Based Learning.This served as a forum for teachers, school administrators, community leaders, artists, and cultural workers to learn about the
			Philippine Cultural Education Plan, which aims to raise awareness, understanding, and appreciation of our culture and arts in order to foster the evolution of a consciousness that will improve the quality of our lives.

Lanete, Micha

TOPICS	CULTURE- BASED CONCEPT	OST PLATFORM	INSIGHTS
Kiangsa: Soul Music	Music of Lowlands of Luzon(Vocal and Instrumental Music) Music is everywhere and can touch the soul of the listener or the musician itself. Across culture, songs allow people to express themselves and each melody communicates their feelings.	Facebook Video	As a teacher, we must teach the students what traditional|folk songs the we have for be able for them to be familiar with the dialects used. And through those songs they will be able to depict community's tradition, culture, and livelihood.
" A Culture that Heals: The NCCA-RDC Webinar On Filipino Values and Culture In the Time of Pandemic"	This webinar shows what values that we have as a Filipino. Even in this time of pandemic, we still care for other people. With this, it helps us to recover from the different dimension when it comes to ,mental, social and economic aspects .	Google Meet	In this time of pandemic, we should find more ways on how are we going to preserve our culture and tradition.. This pandemic must not be a hindrance to stop us from adapting and to enrich our own culture and tradition.
Virtual In- Service Training for Teachers(VINSET) • **Creative Utilization of Canva for Students Performance Task**	MAPEH 10:Media – Based Arts and Design in the Philippines Despite the consequences brought by this pandemic, teachers should adapt new trends when it comes to technology. This will help a lot in the teaching-learning process. This will provide the students fun opportunities to practice what they learn and more innovative on the performance what they are doing.	Facebook Live	Technology is a major factor influencing education today. Teachers are now knowledgeable and more equipped to use different trends in technology in this new normal system in education brought by this COVID -19 Pandemic. With the use of different technology, there will be a good teaching- learning process. Students will be more interactive and enjoy the different applications especially when they are doing their output and performances.

“ Mga Durungawan ng Kulturang Filipino” **-Webinar on Culture- Based Education of National Comission for Culture and Arts**	• Culture and Tradition • Facts and Myths	Facebook Live	The webinar aims to bring the attention of the people where Philippine culture must be distinguished and discussed
Arts, Culture and Heritage: Levers for Building the Africa We Want	ARTS8: The Roots of Artworks • Cultural heritage • Artworks • Crafts This webinar strives to safeguard and promote cultural heritage and creativity to build peace and advance sustainable development.	Facebook Live	To contribute on the economic, social and environmental development through culture , we must support local and national development strategies and promote cooperation.

Leyco, Marco Alexandro M.

TOPIC	CULTURE BASED CONCEPT	OST PLATFORM	INSIGHTS
1. **TUDLO: "PALIHAN SA WIKA, PANITIKAN AT ARALING PANGKULTURA SA MARINDUQUE"**	Culture plays significant role in shaping the value of communication and the love of culture. Understanding culture provides its members with an imbedded knowledge about the interpretation of its culture as reflected through communication, literature and beliefs.	Seminar	With high aesthetic value, custom of culture and tradition in Marinduque, my perception is that we should need to preserve and conserve our practise from the past to at present. Marinduque is rich in culture and the arts Our culture are distinct from other culture. As a cultural advocate, we should need to love our language (phonological and etymological) and our identity. **As a Filipino and Contemporary Philippine Arts Teacher**, we should appreciate and value the customs, beliefs, traditions of our native

			province that will enable us to see its worth and values.
2. SUPPORTING CHILDREN'S EMOTIONAL AND ACADEMIC NEEDS DURING A PANDEMIC	Having a deep understanding of all children's needs and accept cultural diversity. Value and supporting them is a key.	Webinar	To understand people, we have to know something about their background/ history in order for us to address or support their all-inclusive needs. During this trying times of Covid 19 pandemic, mostly of the children changed their behaviour and their way of thinking. **As a Personal Development Teacher,** I consider children with specific needs, in that way I will be able to understand their culture. Develop their holistic personality and support them, giving them love and show to them that they are all equal regardless of what they needs.
3. ENHANCING THE USE OF VIDEOS FOR ONLINE INSTRUCTION	With the philosophy of education, a teacher must plan and strategize wherein the instruction and the teaching learning process take place or grounded with the talent and skills as well as to cultural expressions, beliefs, experiences and practices.	Webinar	Technology is now a vital tool for communication as we now living in a digital age or the modern era. The educational system of today has changed because of the spread of Covid 19 pandemic around the globe. All things becomes digital in forms and in text wherein the lessons and activities can be viewed online because there is no face to face interaction that takes place. **But as an Empowerment Technologies teacher**, we need to adopt to a new learning set up, which is Online Instruction. Instruction that tends to address different learning styles and different cultural backgrounds. Enhancing our skills that will make our instruction more attractive or striking to our students and thus, it can facilitate learning while studying at home. It falls in the culture of principles and the arts.
4. GAWAD SA MANLILIKHA	Folk and indigenous artists that remain true	Google slides/ docs	**As a Contemporary Philippine Arts Teacher**, With a high artistic value of

NG BAYAN (GAMABA)	and stick to their traditions. Those cultural art forms they produced was grounded in culture, spirituality, religion and the community as well.		GAMABA's culture, It is necessary to adopt new approaches of OST in our teaching. Using the technology of present but looking back to the history of National Living treasure artists.
5. GROWTH MINDSET FOR TEACHERS	Nurture the minds of the teachers to be sensitive about culture and apply those cultural values learn in a teaching and must learn to understand and appreciate other culture.	Webinar	**As a Teacher and as Grade 12 Teacher Career Advocate**, we tend to take those attributes to grow for our cultural and professional development. Thus, it will keep us or take us into responsibility for improving the practice of culture.

Lozanta, Joseph L.

TOPIC	CULTURE-BASED CONCEPTS	OST PLATFORM	INSIGHTS
International Youth Forum on Cultural Diversity	Youth Participation	Zoom Conferencing FB Live	Youth has also plays an important part in preserving our culture and traditions. They are the culture bearer in the future. Without them, our culture and traditions will not be flourished.
Dayaw	Indigenous People's	Youtube Mainstream Media (ANC, ABS-CBN)	This television show, hosted by Loren Legarda, is the biggest celebration of Filipino culture. It is not only a meeting of different traditions but a reflection of Filipino identity.

Bantula International Conference on Culture-Based Education Research— Mapping the Role of Culture-Based Education in Times of Pandemic: Implications on the Local, National, Regional and Global Landscapes	Local cultural mapping Contextualized pedagogy Culture-based education	Zoom Video Conferencing	It envisions A NATION OF CRITICALLY INFORMED, CULTURALLY LITERATE AND EMPOWERED FILIPINOS by upholding and promoting cultural education as the core of teaching and learning, and governance towards inclusive growth and sustainable development. It was designed to make cultural education accessible to all sectors of Philippine society, particularly the youth, teachers, artists and cultural workers, officials and employees of the government, members of the media, and civil society. It seeks to develop among Filipinos greater awareness, understanding, and appreciation of our culture and arts, towards the evolution of a consciousness that will improve the quality of our lives.

Indigenous Sports and Games Webinar Series: Preserving and Promoting the Rich Cultural Heritage of our Ancestors	Sports and Games	FB Live Zoom Conferencing	In conjunction with the celebration of Indigenous People's Month, the Philippine Sports Commission organized these webinar series to preserve and promote the rich cultural sport and games heritage of our ancestors.
Sentro Rizal	Local Communities Filipino Culture	Virtual Platforms	Sentro Rizal hub geared towards bringing Philippine Culture to Filipinos and local communities overseas encouraging mutual understanding and enhancing people-to-people exchange through lecture series, film showing, Original Pilipino Music (OPM) Week, Culinary Expo, and Exhibits.

Magno, Rizalyn M.

Topic	Culture-based concept	OST Platform	Insights
1. Teaching as theatre performance	Dr. Glecy Atienza connected and compared teaching to theatre performance. She gave emphasis on teaching as performance itself due to its timeliness, verbal and non-verbal cues, and dialogues. Moroever, she mentioned culture as the shared	Zoom	I highly appreciate the lecture in teaching as a performance. Teachers are not only educators but also actors being watched and learned by students. I can imagine how much of I student I was and want kind of teacher and teaching performance I want. Now, I am an educator, I understand the struggle of being a teacher in

	experience of both teachers and students. She emphasized the importance of inclusion of culture in teaching in order to build communal trust and common ground inside the classroom.		character, inside the four corners of a laptop, not a classroom. In terms of culture, Ma'am Glecy's lecture is similar to what is being taught in GDCE, however, she's coming from Teaching the Arts. I believe on her words of culture as roots of identity and of personality.
2. Tertulyang pangwika	In order to look deeper into the identity of communities, language--specifically toponyms, names, labels, cognates, could be analysed and be the source of indigenous knowledge shared in the community. Barangays in Marinduque, like any other barangay in the country has identifiable and distinct origin. It so interesting to dig treasures in words and be used as examples and/or trivia in classes.	Zoom Youtube Livestream	In order to raise awareness about communal identity and indigenous knowledge, I think toponyms will play a major role. People will have a better cultural understanding of their community identity and I think it will be good to build communal trust that roots from indigenous knowledge. Not only that it preserves the culture, it also promotes trust and dependency among members of community.
3. Round-table discussion sa "Kwento ni Lolo Kiko"	This round-table discussion is done with the celebration of the Battle of Paye. The scholarly crafted book by Lolo Kiko is a big contribution to Marinduque history archives and documentation—which we know, very small in comparison to other provinces in Luzon. Mr. Asuncion encourages teachers to use the book as reference in teaching history. Also he encourages students to read the book and educate themselves regarding Marindukanon history.	Zoom Facebook Livestream	This discussion is beneficial not only for educators but also for the Marindukanon community. The inclusion of local culture in elementary and secondary levels will drastically affect how students will view local history and local ancestry and identity.

	Local history is impactful in terms of distinguishing ancestral roots or heritage. The gallantry of Marindukanon troops show their stand for freedom and nationalism. This is a form of cultural awareness and indigenous knowledge itself.		
4. BN Marinduque Storytelling Workshop	This workshop is a fresh project of National Book Development Board in coordination with Dr. Randy Nobleza. The main goal of the workshop is to train future "kwentista" who will tell local stories to community.	Google Meet	I'm appalled and excited to join the project. To tell community tales and lores is another venue of promoting culture embedded in them. It is like going back to ancestral times where umalohokan tell tales in community rituals or harvest season. This project brings people back to roots and back to heritage creative imagination.
5. CulEd 204: Issues in Cultural Education	One of the subjects in the second term of GDCE that focuses on tackling issues in Cultural Education and in the current Philippine Education System itself.	Google Meet	In this subject, I was able to look deeper in the question "Why NCCA and PCEP pushes the inclusion of culture in education?" There exists a long history of issue in Philippine Education System. It has made the "problem" even more distinct and sore (in my perception) because I'm a product of that "western" system. I began remembering the days in my elementary and secondary levels and shame myself of thinking about "western" and selfish success and other related ideology.

Maningas, Eric J.

TOPIC	CULTURE-BASED CONCEPT	OST PLATFROM	INSIGHTS
Virtual In-Service Training for Teachers (VINSET 2.0) Topic: 1. Mental Health and Bullying 2. Child-Friendly Approaches in para-Teachers 3. Radio-Based Instruction and TV-Based Lessons 4. Trouble Shooting and Digital Awareness 5. Creative Utilization of Canva for Students Performance Task 6. Advantages of Using Open Educational Resources 6. Wisdom Behind Grammarly Techniques and Learning Delivery Style in Conducting Effective Virtual Classes	Upgrading teachers in delivering quality education despite the challenges brought by the pandemic-COVID19. Adapting new tends by using technology in education. *****Filipino Psychology** *****Mental health**	Google Meet Facebook Live	Teachers became more enhanced and equipped in using technology in this new normal education because of VOCID-19. There were new trends and technology wise set-up that we can use so that learners will still enjoy their studies even it is not face-to-face. Using different applications and varied activities using technology can provide participation of learners in the lesson. Blended mode of learning is also essential to deliver the competencies to our learners. -Managing stress and mental health concerns/ issues among teachers in this new normal education.
Online National Workshop on the Development of Learning Materials	Integration of Green Skills to students through the development of Learning Resource	Microsoft Teams Facebook Live	Society's response to environmental problems is mediated by culture. It is indeed culture plays a role in framing problems on environment such as

(Learning Resource Package) on the Delivery of Greening Program in Green Schools Across K to 12 Curriculum Topic/Output: 1. Learning Package (Modules and Magazine in AP integrating Green Skills)	Package among Green Schools. - With these learners will be developed to have a deep culture of catering with love our environment. That our response to society's advancement can cause a havoc and alteration to the environment. Simply, man's culture affects environment. ****Filipino Values (environmental culture)** ****Contextualized Learning**		climate change, pollution, mining, global warming etc. it is due to our owns simple action as well that contribute to it like throwing trash in the pond, rivers, streets, dumping sewage in an open area and not practicing the 6Rs. Developing learning Package in Greening Schools will help majority of the population – the students or youth, to have a broadened mind of equipping themselves with values and culture of taking good care of our environment. Note: Our human response to climate change is indeed a "culture" thing.
Development, Contextualization and Production of Support Learning Materials for the First and Second Quarters, SY 2021-2021 Topic/Output: 1. Contextualized and Localized Self-Learning Materials	Revisit of learning materials and contextualization of these materials so learners will easily comprehend the competencies and get the skills needed. Localizing the materials and citing localized examples will benefit learners to understand and appreciate local cultures. ****Localization** ****Contextualized Learning** ****Indigenization**	Microsoft Teams	Teachers easily incorporate local icons related to the topic resulting learners to be familiar with our own cultural backgrounds and appreciation of it while studying the lesson.

Division Writeshop on History Writing Topic/Output: 1. Articles in History of Marinduque and its Culture	Empowering teachers to be a writer of our own local history and promoting it terms of coffeetable, articles or cultural/historical papers. ****Local History and Culture**	Session	As a native in the province and promoter of learning, we should also be the first to have full understanding and knowledge of the history and culture of Marinduque. We shall promote our history and culture so that it won't fade and be forgotten by today's youth/ generation.	
Tracing our Roots: A Webinar Series on Filipino Pre-Colonial Ancestors – Our Ancestors in Us	Understanding and validating the pre-Filipino culture as we teachers taught history to our learners. History must be exact and valid so as not to result in exaggeration of history. ****Filipino Pre-Colonial History**	Facebook Live Youtube	As teachers we should be the one to better understand our history before teaching it to our learners. It is not to distort the history but deliver valid and concrete facts to them. It can be done by further reading of researches, articles and watching documentaries or related films.	

Madriaga, Vince Justin Roland S.

Topic	Culture-based concept	OST platform	Insights
21st Century Literature from the Philippines and the World	Philippine Folklore and Local Histories	Research conference, parallel session/s	These culture-based topics were explained thru the parallel sessions, especially during the coffee breaks in between and every end of the sessions when researchers reach out to researchers whose papers got their interest the most, and they would talk further on how they conducted their study, what sparked their interest, how they can contact each other for future collaboration, and many more. Though the conference itself was not an Open Space Technology
Sining ng Pakikipagtalastasan, Masining na Pagpapahayag, Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino	Wika at Intelektwalisasyon	Research conference, parallel session/s	
Reading and Writing Skills, English for Academic and Professional Purposes, English 9 and 10, Filipino 7-10	Language Pedagogy	Research conference, parallel session/s	
21st Century Literature from the Philippines and the World, Filipino 7- 10	Rituals and Festivals	Research conference, parallel session/s	

21st Century Literature from the Philippines and the World, Filipino 7-10	Local Culture and History	Research conference, parallel session/s	platform itself since the topics were organized ahead, I believe that the moments in between and after the sessions were where OST took place.

Morong, Ronalyn R.

TOPICS	CULTURE- BASED CONCEPTS	OST PLATFORM	INSIGHTS
Webinar on food and Culture	To build participants knowledge and skills in assessing the anthropological aspects of nutrition and to build participants knowledge and skills in developing and applying qualitative research methods to field of community nutrition.	Google	We should enrich our understanding on food, its central roles in our lives, and ultimately, its effects on our well-being, especially during the most challenging time of covid-19 pandemic.
Webinar on Cultural Participation in local resilience:" Strategies for the Recovery"	This webinar shall look into ways in which cultural participation can contribute locally to the following issues: • Social inclusion • Well- being and health • Cultural and creative entrepreneurship • Tackling societal challenges • Social constituency	Google	We should provide evidence and guidance to cities and regions on ways to maximise the economic and social social value of cultural heritage and support the emergence of the creative economy. We should encourage more people to discover and engage with the Europe's cultural heritage and to reinforce a sense of belonging to common Europe space
"Cultural Routes Dialogues: challenges	The aim of this initiative is to examine the effects of the covid-	You tube channel/ facebook	In the context of the covid-19 crisis and future needs of society, countries have to review or re-adjust their

and opportunities post covid-19	19 pandemic on the Cultural and tourism sector- in particular on the network and activities of the cultural routes of the council of Europe- to identify the challenges that cultural routes are facing and disscuss opportunities and innovative solutions to overcome this crisis.	page https://www.facebook.com/cultureroutes	policies on curriculum, teaching, learning and assessment. They need to invest in the educational tecnology needs of the curriculum and pedagogical innovations that empower learners, teachers, educators, and use digital technologies as instrument to deliver integrated inclusive quality hybrid education
Advancing Indigenous Peoples Right to Sustainable, Quality, and Culture-based Education	To ensure access to culture- based Education for all indigenous peoples remains to be seen.It served as an opportunity to raise awareness and promote action for advancing Indigenous People's rights especially the right to education.	Google	Education policies and curricula are still rarely developed as a result we mostly failed to provide quality education that is aligned with their rights as endigenous peoples: education tha is well- resourced, culturally sensitive, aligned with their learning needs, languages, prioreties and aspirations and delivered through culturally appropriate learning strategies and culturallty appropriate settings.
Disproportionality of Racial and Ethnic Groups in Special Education Technical Assisstance Webinar	The state has a separate obligation to collect and examine data to determine whether significant disproportionality based on race or ethnicity is occuring with respect to the: (1) identification of children as children with disabilities(including identification in particular categories); (2) the placement of children in restrictive placements; (3) the incidence, duration, and type of disiplinary actions	Google	The state should provide a review and appropriate revision of the policies, procedures and practices used in the identification, placement or discipline of children with disabilities

Palacios, Johnnel A.

TOPIC	CULTURE BASED CONCEPTS	OST PLATFORM	INSIGHTS
1. Filipino Values and Culture in the Time of Pandemic	-the crucial role played by Filipino culture and values in helping communities cope with social, mental and economic effects of the pandemic	ZOOM	Collective effort is important in continuously nurturing positive values and preserving culture, as we completely Survive these tough times of pandemic
2. Place-Making and Food Security: Thinking the Heritage Conservation and Food Production / Heritage	Three Key terms were re-examined in the said webinar series namely: Food security, Food Sovereignty, and their relationship to cultural heritages.	Microsoft Team	The lack of interest and involvement in the traditional agricultural practices especially by the youth, will lead to a loss of traditional knowledge and risks destruction of cultural landscapes.
3. "A Culture that Heals: The NCCA-RDC Webinar on Filipino Values and Culture in the Time of Pandemic	The webinar highlighted the important role of Filipino values and culture in helping communities to recover from social, mental and economic effects of Covid 19 Pandemic.	ZOOM	We should be innovative and more creative in finding ways to cope up with the pandemic as we preserve our rich culture and tradition.
4. Mga Durungawan ng Kulturang Filipino(DEPED webinar series on Culture Based Education)	The lecture series serves as content standards and approaches on culture based education will be subsumed as part of the new competencies as stipulated within the framework known as Most Essential Learning Competencies or MELCS.	GOOGLE MEET/ FB LIVE	Our Culture must be distinguished and understood in order to deal with the changing times, especially as these type of pandemic strike.

OST PRINCIPLES

Group A

	CULTURAL LITERACY	CULTURAL EDUCATION	CULTURE-BASED EDUCATION
PRINCIPLE 1 (Whenever it's start is the right)	**ANTHONY MURILLO** We should be innovative and more creative in finding ways to cope up with the pandemic as we preserve our rich culture and tradition. **CRYSTAL L. INSIGNE** Teachers were provided with platforms and apps they can use to teach language that will awaken the interest of their learners. Language is one aspect of culture that continuously evolves.	**CHRISTABEL P. ALOJADO** One's identity can be easily acknowledged through Music.Our province's local folk songs are some of our cultural treasures that should be valued and not forgotten.This platform emphasizes that some wrong practices in performing our local folksongs (eg. Putong) shouldn't be disregarded to avoid misconception/confusion in passing it to the next generation. **KATE R. LAMAC** Spreading our language is a major challenge at this time.	**ANTHONY MURILLO** The lecture series serves as content standards and approaches on culture based education will be subsumed as part of the new competencies as stipulated within the framework known as Most Essential Learning Competencies or MELCS. **CHRISTABEL P. ALOJADO** One of the topics focused on this conference was the professional responsibility as a Filipino Teacher; where all our actions

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Group B

Ballovar, John Michael T.
Jalac, Jellie Ann L.
Lanete, Micha M.
Madriaga, Vince Justin Roland S.
Maningas, Eric J.
Mendoza, Jing-jing L.
Nepomuceno, Rufina L.
Palacios, Johnnel A

Principles	Cultural Literacy	Cultural Education	Culture-based Education
Principle 1: Whenever it starts is the right time.	Every teacher should promote cultural literacy to their students but before they can teach, they should be literate themselves. Attending webinars and face to face sessions like: • Filipino Values and Culture in the Time of Pandemic • "A Culture that Heals: The NCCA-RDC Webinar on Filipino Values and Culture in the Time of Pandemic • Folk Catholicism: Ang Pagtanggap at Pag-Aangkin Ng Bayan Sa Katolisismo Kolonyal Na Kasaysayan Ng Pilipinas It can help teachers to understand their own	Immersing of oneself to culture no matter how expert one can be is useless without actual application. Knowing is just scratching the surface, doing should be the goal. Teachers that are culturally educated practice what they teach and whenever this start then it is the right time to start.	Through the integration, localization and contextualization of all subjects in DepEd, there are now boundless opportunities to integrate culture during the teaching-learning process. Now is the time for cultural symbols of NCCA to be familiar with all students for them to be culturally educated. Language teachers can use Philippine Literature as reading materials, math teachers can use dimensions of historical buildings or landmarks. The opportunity is here, it's just a matter of learning all these symbols and local culture thru the webinars and conferences attended by teachers. The time of learning for teacher starts as soon as available opportunities start.

	traditions, regular activities and history and in turn educate students. Whenever there are opportunities to learn something new with these webinars and sessions then it is the right time to learn. Face to face		
	sessions are great not only because participants can learn from the panel of speakers but more so on the interaction between the participants. Engaging to a participant from a different region is already a start of learning. Whenever a conference or a webinar starts. start is our continuing learning.		

Principle 2: When it's over it's over.	Cultural literacy is important to teachers and students. Cultural literacy also helps you develop associated skills, such as communication and selfreflection. Thus, attending different conferences, webinars, and seminars like: - 4th Danum International Conference - 1st Virtual Danum Conference - 1st National Linguistics Conference for Students - The Wisdom behind Grammar These and many more seminars related to cultural literacy will help the teacher understand his/her students. Pandemic made didn't stop teachers in attending different webinar which will be useful not for our situation right now, but even when we resume to face to face classes.	Due to this pandemic, face to face was not possible. But it doesn't mean that teachers will stop from learning. Webinars and seminars like: - A Culture that Heals: NCCARDC VII webinar on Filipino Values and Culture in the Time of Pandemic - Proper Etiquette in sending Email and understanding Guidelines for Copyright - National seminarworkshop on teaching the humanities and Social sciences (HUMMS) in the k-12 Curriculum - Folk Catholicism: ang Pagtanggap at pagaangkin ng bayan sa Katolisismo are very helpful in understanding the culture of our student. It is important ant for the student to learn and reflect	Webinars and seminars like: - A Culture that Heals: NCCARDC VII webinar on Filipino Values and Culture in the Time of Pandemic - Child - friendly Approaches in Empowering Para-teachers - Learning Package (Modules and Magazine in AP integrating Green Skills) Help the teachers to continuously enhance the student's sense of belonging in their culture. Webinars also like this will also provide the teacher with a deeper meaning and understanding of the lesson that she or he will deliver to the students. Culture- based education is really important because it promotes appreciation and

	Amidst the pandemic all teachers are likely to benefit from additional professional development especially as it relates to the academic year ahead.	upon their own culture, culture of others. Understanding different cultures allows you to be more open, accepting and tolerant to other people. Understanding of different cultures is more than having an appreciation for our differences.	understanding of history and cultural heritage.

Principle 3: Whatever happens, happens.	As a teacher, we should be literate first before teaching our students to be culturally literate. Cultural literacy is very important to us in different aspects. When we enter in a new culture, we have to develop new cultural literacies. There are different seminars and webinars which are very useful when it comes to Cultural Literacy such as: • The Wisdom Behind Grammar • Reading and Writing Skills, English for Academic and Professional Purposes, English 9 and 10, Filipino 7-10 Whatever seminars come, let us grab the opportunities to attend and listen to gain new knowledge for us to share to the students. Though it is new, challenging, but whatever happens, let us focus on what happened. Sometimes, we can't bring back those opportunities, so let us be aware,	It is important to be aware of the influence of culture or the changes within any aspects. Accepting what happened is the only thing that can make us contented. As a teacher, accepting the changes happened when it comes to our culture is a big difference. We should have just focused on the brighter side of it. Let us just encourage our students to accept the changes happened, reflect on it and not let yourself to be distracted because as a teacher, we should be the one first to "EMBRACE" whatever happened. Just like the webinars that we attended, before we can make it through face-toface sessions, but now we can have it virtually. We learned how to accept these changes, and we are now embracing this kind of new normal. We should not stop from learning, instead let us adapt and share the gained knowledge to our students.	Culture- based education reflects, validates and promotes values and languages of the community's culture. Through different new trends, it will be more useful for the teachers to acquire new knowledge which will be useful for a good interaction in the teaching-learning process. Though it is quite hard because it may be new for us teachers, all we have to do is to adapt the changes, the trends. Whatever happens, happens, it is just a matter of acceptance and being passionate to learn what is new to us. Thus, webinars are very important and useful, despite of the pandemic, let us continue to enhance, continue to gain more knowledge which we can share with our students.

Principle 4: There is one "Law", the "Law of two feet".	Conferences, trainings, seminars, and the like are great avenues to promote and foster cultural literacy. In these avenues, a wide array of topics is featured, where participants are able to choose the topics that they are interested in, listen and participate, and even build linkages to further hone what they already know about the cultural topic and in turn, transfer their knowledge. According to Annie Murphy Paul (2013), researchers are finding that "interest can help us think more clearly, understand more deeply, and remember more accurately. Interest has the power to transform struggling performers, and to lift high achievers to a new plane." This said, interest in a cultural topic enhances one's learning of that particular subject.	Cultural education can be aided by raising knowledge of morality, ethics, values, norms, beliefs, and standards among individuals. Making culture a part of the school curriculum would aid kids in comprehending the value of education and learning. This said, as educators, we have the prime responsibility to update our knowledge on culture and integrate them in our classroom, which is why it is crucial that we attend conferences, seminars, trainings, and other related learning platforms so that they may receive the quality education that they deserve and are rightful to. And so, whenever we attend such platforms, it would be best to choose topics that would be helpful in integrating culture in our classrooms, preferably those that are needed by	Culture-based education is a method of teaching and learning that is based on the values, norms, beliefs, and practices that make up any culture's foundation. This is why culture-based education is becoming increasingly important. Students from various backgrounds and cultures are frequently marginalized in school because they are exposed to a curriculum that has a single prevailing cultural slant. It does not reflect the culture in which they are accustomed and active. This is why it is critical to develop a curriculum that encompasses a variety of viewpoints. The teaching and learning process must take into account the children's physical, social, and cultural inclinations. Teachers are the most important component of culture-based learning because they must endeavor to motivate pupils not only intellectually,

		the students, those that you are interested in, and those needed in the academe.	

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Group C

Brual, Romilyn M.
Laderas, Jerahmeel M.
Leyco, Marco Alexandro M.
Magno, Rizalyn
Manlisis, Earl
Mogol, Joanne C.
Nocum, Hannah Cinkee O.
Perolino, Anne Margarette

	Cultural Literacy	Cultural Education	Culture-Based Education
Principle 1 WHOEVER COMES IS THE RIGHT PEOPLE	customs/traditions Social norms Gender culture **(NOCUM)** TOPIC: Techniques in Learning Delivery System in Conducting Virtual Classes	Nurture the minds of the teachers to be sensitive about culture and apply those cultural values learn in a teaching and must learn to understand and appreciate other culture. **(LEYCO)** **As a Teacher and as Grade 12 Teacher Career Advocate**, we tend to take those attributes to grow for our cultural and professional development. Thus, it will keep us or take us into our responsibility for improving the practice of culture. TOPIC: GROWTH MINDSET FOR TEACHERS	Globalization Filipino language Filipinization Indigenization Culture-based pedagogy Culture-based research **(LADERAS)** The three Ls of this webinar, which are the focus of a glocal teacher-researcher are: 'Lipat', 'Lapit' and 'Lapat'. In connection with the celebration of Buwan ng Wika 2021, the importance of 'Lipat' is focused on the decolonization of our culture, language and history in order for us to move forward to glocalization. 'Lapit' is centered on the indigenization of our awareness and consciousness for us to see the reality of being a true-blooded Filipino while 'Lapat' is the application of glocalization and indigenization in a pandemic-resilient pedagogy and research.

			As a teacher, we must know the nature and free evolution of the characteristics and capabilities of our language. We must also adapt with the existing approaches of expertise required in these times. Also, we must weave the possibilities to benefit from present discoveries through and within the body of pedagogy and research. Topic: Glokalisadong Guro sa Panahong Glokal: Maka-Filipinong Pananaliksik sa Gitna ng Pandemya
Principle 2 WHATEVER HAPPENS IS THE ONLY THING COULD YOU HAVE	Localized stories of the Community **(BRUAL)** This webinar teach me that we must write stories that are not yet popular nationwide. Instead, we should write our own local stories. When students/pupils are well informed about their own local stories, they will spread it to wherever they are. The word of mouth is a good spreader of Filipino culture. Topic; Muling Pagsasalaysay at pagsulat ng mga kuwentong Pambayan	Cultural mapping **(MOGOL)** We must also learn to this tool for identifying a community's strengths and its resources. It provides an integrated picture of the cultural character, and significance of a place in order to acknowledge the cultural diversity for the development of the whole. Topic; Preserving Cultural Heritage Cultural Mapping in the Philippines :an overview	A Culture-based Education : Enriching Integration, and Enhancing Contextualization **(PEROLINO)** This Webinar did helped me as a teacher because of the different presentations and realizations that they've explained through demonstration teachings from integrating and contextualizing subjects such as AP,Filipino English and Arts Topic: Durungawan Sa Kulturang Filipino

Principle 3 WHENEVER IT STARTS IS THE RIGHT TIME	To promote and preserve local art forms and cultural expressions through folk songs **(PEROLINO)** As a music teacher I realized that this webinar encouraged me to sustain and expand knowledge of Filipino culture through folk song and allow our new generation appreciate the value of local art forms in music classes **Topic:** Webinar in Visayan Folksongs as Pedagogical Resources for Music and Mother Tongue Based Instruction	With the philosophy of education, a teacher must plan and strategize wherein the instruction and the teaching learning process take place or grounded with the talent and skills as well as to cultural expressions, beliefs, experiences and practices **(LEYCO)** Technology is now a vital tool for communication as we now living in a digital age or the modern era. The educational system of today has changed because of the spread of Covid 19 pandemic around the globe. All things becomes digital in forms and in text wherein the lessons and activities can be viewed online because there is no face to face interaction that takes place. **But as an Empowerment Technologies teacher**, we need to adopt to a new learning set up, which is Online Instruction. Instruction that tends to address different learning styles and different cultural backgrounds. Enhancing our skills that will make our instruction more attractive or striking to our students and thus, it can facilitate learning while studying at home. It falls in the culture of principles and the arts. **Topic:** ENHANCING THE USE OF VIDEOS FOR ONLINE INSTRUCTION	Local cultural mapping Contextualized pedagogy Culture-based education **(LADERAS)** As my key takeaways from this international conference, it is an imperative for the Philippine education sector to intensify various local cultural mapping activities thru the efforts the local government units (LGUs) and partner agencies such as NCCA-PCEP. This will lead to the construction of contextualized teaching and learning materials which are both needed inside our classrooms. I believe that contextualized learning is similar with meaningful and developmental learning of learners. Through researches, contextualized pedagogy is strengthened and endeavored. In these times of pandemic, research and local cultural mapping activities are both under its challenges. But still, research and local cultural mapping activities can be virtual-based. **Topic;** Bantula International Conference on Culture-Based Education Research—Mapping the Role of Culture-Based Education in Times of Pandemic: Implications on the Local, National, Regional and Global Landscapes

Principle 4 WHEN ITS OVER, ITS OVER	Socio-cultural customs/traditions Social norms Globalization **(NOCUM AND MANLISIS)** OER gives a wide variety of materials from which to build a class without having to start from scratch. -OER is important because it provides affordable material to students, allows faculty to enhance their own work, and provides faculty with content for classes. **Topic:** Advantages of Using Open Educational Resources (OER's)	Globalization Social Norms Upgrading **(NOCUM)** -Educational mobile Apps directly target the psychology of the students which helps students to understand and grab the information from a different perspective. The app makes them understand the concepts by giving them challenging tasks, puzzles, and educational games. -They assist the students to become more concerned about their education. -Education apps are helpful in enhancing the interaction between parents and teachers. **Topic**: Mobile Application Development for Teachers	Indigenization of stories Culture-Based Stories **(BRUAL AND MAGNO)** In this training, I have learned that while we are battling on gender sensitivity issues, indigenized, localized and culture-based storybooks are the best platform to instill to young generation the importance of embracing the culture of one's community without sacrificing the issues on gender. Gone are the days where male are the dominant species. Today, we promote equality while we are embracing our flaws as Individuals and as part of community. Topic: Writing Stories for Children focused on Gender Awareness and Sensitivity

Group D

Galloniga, Rhia J . Oliveros, Krizzia M.
Vitto, Clarissa L. Morong, Ronalyn R.
Mansalapus, Aljohn M. Magramo, Rico G.
Lozanta, Joseph L. Lagustan, Joephet M.

	CULTURAL LITERACY	CULTURAL EDUCATION	CULTURE-BASED EDUCATION
PRINCIPLE 1 "Whoever comes is the Right people"	**INTROSPEKSIYON SA KASAYSAYAN NG WIKA AT KULTURA NG PILIPINAS AT EBOLUSYON NG WIKANG FILIPINO MULA SA PANAHON NG KOMONWELT (1935) HANGGANG SA PANAHON NG PANDEMYA (2021)** **- Language and Culture Review** Mr. Patrocino Villafuerte, a Carlos Palanca Memorial Awardee discussed how our language Change from the time of the Commonwealth up to the times of Pandemic. He emphasize the value and importance of modern technologies in dealing of some issues regarding our culture and national language. He also added that this pandemic also created new savour to our	**ANG PAGLALAPAT NG MGA SAGISAG SINING AT SIMBOLO SA ISANG MAKA-KULTURANG EDUKASYON (DURUNGAWAN)** **- Culture Based Education** In this conference, the speaker voice out the value of Cultural Symbols that can be used in teaching in the context of Culture Based education. She presented a sample lesson exemplars regarding the topic from the Filipino 7 in particular to "PAGSULAT NG EDITORIAL NA NANGHIHIKAYAT". She showcased the different exciting motivations and fun activities that still rooted in different cultural symbols that lead to the culminating task which is writing an Editorial.	**ANG MGA WIKAIN AT KULTURA NG MIMAROPA SA KONTEKST NG EDUKASYONG PANGKULTURA** **- initial Training on Culture Based Education for SHS Teachers** This is the last face to face training seminar I've attended in our division organized by the DepEd Oriental Mindoro before the Covid-19 Pandemic. This seminar deals with the different practices from the Region IV-B MiMaRoPa in terms of its languages/ Dialects and some cultural Heritages that may be used by the teachers in Senior high School. This entire training was particularly run through a game known as Rally Robin Activity. Like an OST, each individual will be divided in different groups wherein in that group, a leader-

	language since new term arises. This is because people look for something new that will help them understand easily things and happening in their day to day living.		facilitator will discussed the particular topic. After the given period of time, all the participants will move to the next group wherein a new topic will be discussed. There are different styles of discussing each topic and different fun and exciting activities were also given. At the end of the activity, a general colloquium was conducted for the sharing of new collected ideas and concepts as well as the insights.
PRINCIPLE 2 "Whatever Happens is the Only thing that could have"	**WEBINAR ON FOOD AND CULTURE** **- Cultural Literacy Education** To build participants knowledge and skills in assessing the anthropological aspects of nutrition and to build participants knowledge and skills in developing and applying qualitative research methods to field of community nutrition. We should enrich our understanding on food, its central roles in our lives, and ultimately, its effects on our well-being, especially during the most challenging time of covid-19 pandemic.	**FILIPINO PAMBANSANG WIKA: GAMITIN SA PAGTUTURO NG PANANALIKSIK** **- Culture Based-Research** National Artist, Virgilio S. Almario discussed the value and importance of Filipino Language in creating a standard and culture -Based research written in Filipino or any other languages in the country. He said that in order for us to create research using our naïve language or dialect, the researcher must possess mastery and fluency. He also added that to ensure the credibility of the research based in the community using a particular language, it must reach all the particular respondents in the community; making dialogue with them through their vernacular language.	**PAGSASANAY SA EDUKASYONG PANGKULTURA** **WE HEAL AS ONE: BAYANIHAN AS FILIPINO CULTURAL VALUE, CARE NETWORK, CULTURE-BASED SURVIVAL STRATEGY AND MODE OF RESILIENCY IN TIME OF PANDEMIC** This webinar training was initiated by the Philippine Cultural Education Program during the first wave of the Covid-19 Pandemic. It was piloted since teachers during the pandemic must be re-tooled and re-trained in terms of teaching in the context of Cultre-Based education. Dr. Orlando

			B. Magno, the keynote speaker give different framework, teaching strategies and techniques wherein teacher can integrate in some cultural values of the Filipino such as the concept of Bayanihan.
PRINCIPLE 3 **"Whenever it starts is the right time"**	"**LITERACY LEARNING INNOVATIONS IN THE NEW NORMAL TOWARDS SUSTAINABLE DEVELOPMENT,"** • Cultural Literacy Education • Culture Based-Research Literacy Learning Innovations in the New Normal towards sustainable development" was very important. As an advocate for "Learning through Reading", this pandemic may somehow change the education system where most non-readers are affected. In secondary school that I am teaching, there are students who are still struggling in reading that somehow resulted to failing grades. Poor reading and comprehension will lead to poor grades. So, this is	**MGA DURUNGAWAN SA KULTURANG FILIPINO,** *a culture-based education series* • Culture background Contextualization and Instructions • Indigenization It is an online lecture and forum that enables the participants to design modules with cultural-based instructions that are "richly embedded within the framework of Most Essential Learning Competencies (MELC) of the Department of Education. As an ART teacher, we must take into consideration our Filipino local and indigenous knowledge and culture as a necessary teaching element to "meaningful classroom discussions of the different topics. It motivates me to be more culture and gender sensitive. This Video conferencing helps us a wider idea on assessing first the needs of our students based in their cultural background and identity. Integrating cultural background and education in your learning process is a must in preparing the lesson.	**BANTULA INTERNATIONAL CONFERENCE ON CULTURE-BASED EDUCATION RESEARCH-MAPPING THE ROLE OF CULTUREBASED EDUCATION IN TIMES OF PANDEMIC: IMPLICATIONS ON THE LOCAL, NATIONAL, REGIONAL AND GLOBAL LANDSCAPE** Local cultural mapping Contextualized pedagogy Culture-based education It envisions A NATION OF CRITICALLY INFORMED, CULTURALLY LITERATE AND EMPOWERED FILIPINOS by upholding and promoting cultural education as the core of teaching and learning, and governance towards inclusive growth and

	timely that literacy must be given attention. Literacy learning innovations in the new normal towards sustainable development can help to come up with the best practices, researches, policy recommendations, and many more regarding literacy education in the Philippines. This capacitates and transcends us on the evolution of language in our country that somehow will give us an idea on whatever interventions should we need to come up especially now a days that most students are undergoing through a modular distance learning. Reading with comprehension is really necessary in order for them to learn on their own or manage their own learning. Cultural literacy must also be given attention because it will somehow help our country to save and pass on the rich culture and history that we all have today.	Localized examples, activities, stories, and many more must be used in order motivate your learners to be more engaging and participative. Let us not disregard the cultural background of a certain individual or group especially in formulating instructions and preparation of your lesson. Look always on the diverse side of your learners. It is differs based on their needs, culture background, race, interests, and	sustainable development. It was designed to make cultural education accessible to all sectors of Philippine society, particularly the youth, teachers, artists and cultural workers, officials and employees of the government, members of the media, and civil society. It seeks to develop among Filipinos greater awareness, understanding, and appreciation of our culture and arts, towards the evolution of a consciousness that will improve the quality of our lives
PRINCIPLE 4	**NATIONAL CONFERENCE**	**UNMASKING THE MASK: WEBINAR ON MORYON MASK MAKING**	**“HIKIT” A FREE ONLINE LECTURE-DEMONSTRATION**

"Law of two feet"	**WORKSHOP ON CULTURE AND ARTS EDUCATION FOR TEACHER** Culture and Arts Education Culture and Arts Arts and cultural education should be given a higher importance by the students, teachers and leaders in the educational system because it allows the learners to stay in harmony, making schools safer, and creating excellent environment for learning. These are the benefits of integrating arts and culture in school. In addition, the kind of literacy in arts and culture help the learners in the development of their creative potentials. Yet, the "Law of Two Feet" is an interesting concept that encourages every individual to use their both feet. Meaning, literacy in arts and culture needs a team to work together in attaining the ultimate goals of Education. It needs everybody to contribute in a team. They are encouraging to use their both feet	It is a webinar training conducted by the National Museum of the Philippine educate people around the globe about the greatest culture of Marinduque. It tackles and give informations regarding Moryon Mask making. Cultural education can be encouraged by generating awareness among individuals in terms of morality, ethics, values, norms, principles and standards. Making culture a part of the school curriculum would help the students in understanding the significance of education and learning. As we all know, Marinduque is considered as the Heart Capital of the Philippines. Moryon Mask Making and Moriones Festival is not only limited within the entire province but also around the globe. Looking back with our history and culture, Moriones Festival attracts local guests from the Philippines as well as from foreign countries. As we relate Moryon Mask Making to this principle, culture is not just over. It is a starting point on how to spread our culture. Like plants and other living organisms, it should be nurtured and flourished. The contribution of the moryon masks makers in the culture of Marinduque is unparallel for it is transmitted	**ON "NITO WEAVING"** Culture-Based Pedagogy Indigenization Culture-based education is the grounding of education and learning such as values, norms, knowledge, practices which are the foundation of culture. This lecture-demo shows that there is an integration of culture since it explained the knowledge, practices and experiences of the weavers on Nito Industry of Bintakay, Mogpog, Marinduque. These weavers belonged in Bintakay Nito Weavers Association, a community-based livelihood project of the Diocese of Boac. The weavers shared on how to use and sustain the raw materials (nito) in weaving, the weaving techniques and design, development of weaving skills over the years and other personal experience in nito weaving. The indigenous material that uses in this industry is the "nito". Likewise, in teaching, indigenization is utmost important. Teachers should utilize the materials available in the community if there are

	and find a place where they can and asks them to use their best judgement. Applying this principle in terms of teaching arts and culture teachers should look and discover the creative potentials of learners and help them to use this creative potential into a meaningful learning.	from to generation to generation. The makers of the moryon masks would not change from its root or origin down at this present time.	no/lack of materials provided by the school but without compromising the quality education. Teachers should use his both feet in providing the quality education among his learners.

Module 4: Appreciative Inquiry: SOAR

- **Cultural Icons**
  - **Instruction:**
    List down cultural icons which you think would best define the culture of your place and give the reason why it is being appreciated by other people. Analyze based on the SOAR matrix.

- **4D Cycle**
  - **Instruction:**
    Find someone within the class that belongs to the same area as yours. Apply the 4-D Cycle to highlight the cultural literacy and cultural education of your group's chosen cultural icon.

Cultural Icons

Jalac, Jellie Ann L.

	Reason for Appreciation	Strengths	Opportunities	Aspirations	Results
Miki	Guisado or with "bola-bola, miki never fails to satisfy hungry locals. In fact, anywhere you go or eat miki will be in the menu be it a restaurant or stall in the island. It represents the simple life of the locals.	Miki is locally made and variety depends on where it is made. Miki Sta. Cruz is the most popular followed by Mogpog and Gasan. It's very simple to prepare and the dish is always present if there is a visitor or a gathering.	Marinduque will be known to make a pancit that is very unique to our island province comparable to the pancit habhab of Quezon.	To teach the incoming generation on how to prepare and cook these dishes.	The younger generations will still continue to create these unique dishes and teach them to the newer generations.
Pasingaw	Pasingaw is a dish made from grated cassava with grated coconut and sugar. Very simple to make with a doit-yourself steamer made cooked	Very simple to make with less ingredients and cooked by the older generation. The dish is still being cooked in some	Can showcased as a unique dish from Marinduque.		
	inside a coconut shell. It symbolizes the ingenuity of Marinduque locals when faced with scarcity of food. Cooked when rice is absent.	parts of the province.			

panganan	Panganan is a cooki like snack made from rice flour that is best for pasalubong.	Panganan has been locally produced since I can remember. It was previously stored in large jars.	Panangan is now also made from arrow root flour which is locally produced by an agricultural cooperative in Bahi.		

Laderas, Jerahmeel M.

Cultural Icons	Reasons for Appreciation	Strengths	Opportunities	Aspirations	Results
Marinduque Celadon Jar	Because of MCJ's rarity, craftsmanship, and historical and cultural relevance, it was declared as the only National Cultural Treasure from Marinduque in 2010 along with 27 artifacts and ecofacts in the country currently displayed inside the National Museum	It is a historico-cultural gem of the province since it is the only declared National Cultural Treasure from the province	Marinduque as a major artifacts and archaeological site	Joint archaeological projects between the local government units of Marinduque, the NCCA and other cultural agencies such as the National Museum of the Philippines, National Library of the Philippines, and National Archives of the Philippines	Strengthened and established artifacts and archaeological sites and projects in Marinduque
Marinduque Sperm Whale	It is a main, permanent and newest display in the National Museum of Natural History	It is the only almost completely intact male skeleton of a sperm whale ever found in	Marinduque as one of the few and important marine archaeological sites in the Philippines	Preservation of Marinduque waters by LGUs as a protected breeding and archeological site of marine life	Regularly funded marine archaeological projects for osteological specimens in Marinduque

		the Philippines			
Fontana de Boac	This public fountain became a symbol of aesthetics at the center of town plaza and a landmark for group pictures during important events	It is still-standing since its completion in 1914 although it has been transferred many times yet remains completely intact after withstanding many catastrophic wars	It can be endorsed to become a recognized and declared Important Cultural Property (ICC) of the Philippines	Long-term plan for restoration and fortification projects by the LGU and partner agencies	Well-preserved and maintained architectural landmark in the municipality
Cemeterio de Tampus	It is one of the identified heritage cemeteries in the Philippines	It is part of the church history of the municipality of Boac being the oldest graveyard site in the province and being the resting place of Boac's famous and notorious historical personalities	The site has been featured part of the coffee-table book "The Church on Top of the Hill" by Rev. Fr. Christian V. San Juan	Well-funded restoration project as a historical and cultural site through a local ordinance	Well-preserved and maintained historico-cultural site in the municipality and in the province
Bibingkang Lalaki	It is the flagship delicacy of the municipality of Boac	It is an original recipe which is an all-time favorite snack available at market stalls in the municipality	It can be a One Town, One Product (OTOP) of the municipality of Boac	Boost SMMEs in Boac through the efforts and projects of the LGU, DTI and DOT	Boac as a rising gastro-tourism destination in the province

Lanete, Micha

	Reason for Appreciation	Strengths	Opportunities	Aspirations	Results
1.Kangga Festival	-Kangga is a sled made of bamboo usually carried by carabao.It is used by farmers to transport tools or harvests from their house to the fields to the market. It is good to appreciate kanga because it is an indigenous means of transportation used by our ancestors and as of today , we still preserve this. We will be able to appreciate all the blessings that we received especially the farmers. It is also a religious event. Because it is celebrated every San Isidro Labrador Feast Day.	-Among the festivals in the Philippines , this Kangga Festivals is one of the most unique feasts proudly celebrated by Marinduquenos.It does not give only emphasis to the patron saint but also to the betterment of their lives through faith and perseverance. - Recover the culture of Mogpog in using the Kangga as an instrument of development.	-Each barangay in Mogpog are required to join in this kind of event. They are able to show their bountiful harvest which came from their respective places. They can display decorated kanggas, loaded with various foods which are paraded around the town. - Open the use of Kangga as a tool for transporting products and a helpful machine to framers.	- Despite of the pandemic, even we can't celebrate it just like before, we must still appreciate it. - Preserve the kanga as symbol of prosperous " ani" that will be a spot of attraction.	-Other activities during such as cultural presentation, yubakan, adobohan and racing competition are not celebrated anymore because of the pandemic. -Adaptation of " Kangga" as a local festival originally in Mogpog.
Luzon Datum	As the Geodetic Center of The Philippines , it serves as geodetic reference point to collectively gather information gather	-Understand the importance of the province to historical geography.	- Inspired the people to introduce and be proud of the province as a big part of the geography of the whole country.	- Open to tourists the important spot.	Known as the spot of the Philippines..

	information on the lay on the land and the sea in longitude and latitude that is we had mush to appreciate and visit Luzon Datum.				
Ancestral houses	Ancestral houses must be preserve by the same family to several generations. It aims to inculcate awareness and appreciation of the noble deeds and to instil pride -Appreciate culture as a home of a happy family living in a house to the people.. - This houses shows unique stories what we had from the past so we must value	-Appreciate culture as a home of a happy family living in a house	- Introduce the ancestral houses to modernization as part of improvement.	-Feel the old living and the ambiance of a house that is a home.	-Preserve the ancient symbol of houses and serve it a tourist spot. It helps us for our economy.
Morion Mask	- Appreciate Intangible cultural heritage	- Delightful artwork for Marinduquenos since we are art-loving people.	-This is also part of the curriculum where students are designed also to do this kind of artwork.	-Open to tourist attraction -Art appreciation and art Production	-Cultural Preservation -Tourism -Economic Growth - Cultural Identity
Moriones Festival	-Serve as a cultural identity as a Marinduqueno.	- Appreciate the sacrifices.	- Enlightenemnt	- Tourist attraction	-Cultural Preservation -Tourism -Economic Growth

Leyco, Marco Alexandro M.

	REASON FOR APPRECIATION	STRENGTHS	OPPORTUNITIES	ASPIRATIONS	RESULTS
1. MORION mask	Wearing morion mask is a cultural tradition during Lenten season that represents roman soldiers and Syrian within the story of the Passion of Christ. My reason for appreciation of wearing a mask is that they wear it for penitence, love, passion and they dedicate it all to God. Morion mask is the identity of the island province Marinduque for being the Home of the Original Morions and for being known as Moriones Lenten Rites.	Patriotism Creativity	• Cultivate or promote province cultural identity • Get involve/ take part in supporting culture.	It aims to: - To relive Jesus crucifixion. - To cultivate religious aspects of culture (morion mask)	• Inspire other people to be the advocate of morion mask. • Attain the use of indigenous and crafted Morions • Continuously get involve to festive or rites during Holy Week as it includes the image of spirituality.
2. JEEPNEY	Jeepneys around the Philippines are the most convenient rides of all	Creativity and patriotism	Jeepney as a cultural icon for modernization as a convenient and secure way of travel.	It aims to serve jeepney as an avenue for being King of the road and a symbol of	Being used often for profitable and public transport and Seeing jeepney as an avenue for cultural trips and rides.

	time. Jeepneys can be seen everywhere we go. As we travel to other places, we feel the warm and fresh air while riding a jeepney. The things that I appreciate the most about jeepney is its colourful decorations and accessories that actually adds attraction to the commuters. It is a symbol that makes Pinoy Jeepney iconic to the rest of the world and it gives pride to our nation.			cultural trip and rides.	
3. PAGMAMANO (HONORING GESTURE)	Pagmamano or honoring gesture are one of the inherent characteristics/ traits of the Filipinos. It is one way to show to our elders a sign of respect and love to them. The best way or the reason for appreciation to this culture is	Caring and Respect	Spread the symbol of respect and love for all as it is essential part of Filipino culture.	It aims to initiates gestures of touch as a symbol of respect to elders.	Allowing everyone to be obedient to the elders as a way of sign of admiration, respect and value.

	that the younger generations gives value and norm to the older practice or tradition. Wherein, the symbol of respect and blessings is present as of this time as we live today in a digital age.				
4. TRADITIONAL GAMES	Traditional games benefits the holistic development of the child. The reason for appreciation to this icon is the values that the children can get through playing. Aside from that, it boost development for the child as he/she improve physically, mentally and culturally.	Joy, growth and development	Immerse and drive everyone to ripe with traditional and cultural games	It aims to teach young generations to become an advocate of culture and to teach them all about the grander value of playing of traditional games in a society.	Improve the holistic aspects of the child and to acquire cultural values like passion and commitment.
5. SPIRITUALITY	Our body is embodied with spirit and soul blessed with sacrament of God. One cultural icon that made me	Faith and religiosity	• To Praise and Worship God with all our hearts • To instil the value	The purpose of spirituality is to live to the quest of faith with culture, and imitate to value God's word for a long pursuit to	With the sense of spirituality, it makes us feel a greater sense of drive, harmony, optimism and purpose.

	inspire or appreciate the most is the Filipinos for having a sense of spirituality. Despite of having different religion of culture, still people unite to have a moment to pray and to attend masses, novenas and other religious activities related for their own personal intention and petition of their hearts and to blessed their mind, body and soul as we connect to the word and the glory of God.		of hope and optimism	know God deeply.	

Lozanta, Joseph L.

Cultural Icons	Reasons for Appreciation	Strengths	Opportunities	Aspirations	Results
Remnants of Gold Star Mining Company Port (Sitio, Bacud, Balanacan, Marinduque)	It may sound fancy, but heritage tourism is simply travelling to new destinations with historical interest in our heart. In short, it means visiting a region to engage in experience and activities that teach you more about its past and present.	Since this is a port, accessibility of this place is very easy.	Additional Income for tourism sector in the town of Mogpog. Potential markets are academe and tourists who are interested in historical places.	Preservation or rehabilitation of this Historical Site.	To be proposed to local government of Mogpog.
Buddy Liwanagan (Sculpture)	Mr, Buddy Liwanagan is considered as Culture Bearer. He is an individual who carries and diffuses cultural values and traits between societies.	His role as culture bearer is particularly important within this culture undergoing transitions or experiencing threat from outside culture.	Transmission of Buddy's knowledge to new culture bearers. It also preserves his indigent knowledge.	Buddy Liwanagan's School of Living Tradition.	To be proposed to local government of Mogpog.

 Kangga Festival	Kangga Festival as Mogpog's one of the Living Traditions contributes immensely to feelings of social cohesion. This celebration focus on religious-agricultural property of the town. It seek to inform and entertain the community members. This festival involves both state and church. It sets templates for maintaining harmony among these two important segments in a society.	Promotion of Mogpog's Agricultural Products.	Additional Income for tourism sector in the town of Mogpog	Kangga Festival Dance Competition	To be proposed to local government of Mogpog.
 Moriones Lenten Rite	Moriones Rites as main religious gathering is the earliest known rites (Festival) known in the Province of Marinduque. It was started in the town of Mogpog.	Preserving the old religious traditions	Distinguishing Mogpog Bulaklakan Moriones to other mask themed festival in the country	Mogpog Moriones Rites Cultural Book	To be proposed to local government of Mogpog.

 Tarug Cave	Tarug Cave in Mogpog is Nature at its Finest. Its exploration can be one of the main reasons why it should be appreciated.	Other chambers are not yet explored	Additional Income for tourism sector in the town of Mogpog	Tarug Cave Expeditions	To be proposed tpolocal government of Mogpog.

Madriaga, Vince Justin Roland S.

Reason for Appreciation	Strengths	Opportunities	Aspiration	Results
1. St. Joseph Spouse of Mary Parish	As any other Catholic religious infrastructure, this is a place where people gather to worship, fellowship, discipleship, ministry, and mission, as derived from the Great Commandment (Matthew 22:37–40) and the Great Commission (Matthew 28:19–20). This church is located on top of a hill and caters a spectacular view which overlooks both a mountain and the sea. Built on 1509, it has undergone a couple of relocations and renovations and now preserved as	At present, the church has improved a lot in its landscape and had just finished the construction of the Rosary Shrine built on its left side. Though this is a sacred place, it cannot be denied that it is one of the major tourist spots in Marinduque because of its beauty. Due to the pandemic, tourism has been down for over a year now. Its publicity may be increased by posting more	Increase publicity of this structure by posting on social media and writing papers with regard its history, architecture, parishioners, images within it, and many more.	Since the pandemic started, the St. Joseph Spouse of Mary Parish Facebook page has increased its engagements, especially since because of the changing implementation of quarantine protocols and whatnot, masses are held online. Because of this, the church is gaining more presence online and people from all around the world are seeing its magnificent architecture. Success of the publicity of this parish would be manifested with the

	historical landmark in the town of Gasan. As for its architecture, *bao* or coconut shells are prominent in its design. This is so			
	because coconut trees are also of big number in Gasan and is a source of living for many Gaseños, so it was only fitting that a touch of this resource is present in one of the town's largest structures.	photos on social media and through presenting papers with regards it which may be an avenue of interest for scholars and academicians.		increased interest and engagement of people from outside Marinduque.

2. Kalutang	As defined in MusiKoleksyon, kalutang is a pair of percussion bars which are struck against each other at specific angles to produce a pitch. These sticks are a part of an entire ensemble of *kalutang* which when playing together produce melodies. Kalutang is an infamous heritage of Marinduque. Even those from outside the island, once they heard the term *kalutang*, would automatically relate it to the province.	Based on personal observation, only few are engaged in the tradition of making and playing this instrument, especially the youth.	Members of the Kalutang Group in Bangbang, Gasan can be increased. It is preferable that more youth would be selected and engaged in this tradition so that its continuity will be ensured to the next generations. If not yet done, this can also be propagated to and adapted by other towns in Marinduque, but assurance that the origin of this is in Gasan should be secured.	The vision is to increase the number of Marinduqueños (and non-Marinduqueños) who are engaged and actively participating in the tradition of *kalutang*. The long-term goal is to ensure the continuity of this tradition in the next decades and centuries to come.
3. Pataraka	Pataraka, as defined by Eli Obligacion, are noisemakers made of bamboo or plywood lead the IFI (Iglesia Filipina Independiente) procession. This is popular in Gasan because of the tradition of their usage every Holy Week.	Though popular, there is few documentations regarding this practice – how the pataraka is made, the reason behind this practice, and many more.	Write-ups may be made to feature this on different platforms such as conferences, webinars, or even television.	Interest in *pataraka* as a cultural heritage of Marinduque will grow.
4. Nito Weaving	Nito weaving is one of the traditional livelihoods of Marinduqueños. It has intricate design	Based on a few of articles, the common problem found in this craftsmanship is its	Nito products merely need to be effectively promoted, command fair prices, and	Increase in the demand of nito products would result to increase in the economy

	and unique material which,			
	as Eli Obligacion described, is a "fine but strong tropical vine associated with the fern family abundantly grows in the forests."	"sustainability" (Obligacion, 2011) and "very limited market to sell the products" (JD Pamana, n.d.)	inspire local artisans to keep making their crafts.	of Marinduque which would mean more jobs for Marinduqueños.
5. Kalesayahan Festival	*'Kalesayahan'* was coined from the word *'kalesa'* and *'kasiyahan'*, pleasure, and is the name of a festival in Gasan that was introduced during the last decade. It was intended to generate interest on the existing kalesas, preserve them and use them as a vehicle to attract visitors. Fact is, there is at least one kalesa in every barangay here (Obligacion, 2012). This is a part of the week-long founding anniversary celebration of the town of Gasan. It serves as a platform for each barangay to showcase their artistry and creativity.	The local government of Gasan should continuously support this occasion as this is a reflection of Filipino culture during the Spanish period.	Continuous support of Gasan LGU to this event by providing competitive prizes that would match the estimated and average amount of money spent for each kalesas. "The prestige of winning and the recognition for their ingenuity and creativity are inebriating enough for the barangay folks" (Obligacion, 2012).	Unceasing and more festive celebration of Kalesayahan Festival in the succeeding years. This is one of the reasons why tourists from all around the Philippines are visiting Gasan.

Mansalapus, Alhjon M.

Reason for Appreciation		Strengths	Opportunities	Aspirations	Results
1	**Mogpog Central School The Gabaldon Building** Mogpog Central School started as parochial school during the Spanish Era and in the late 60's the school was name as a pilot school in the division of Marinduque.	This building shows the living proof that we are influence by the Spaniards.	It may caters keenly and deeper study that will help the institution	This architectural design remind to remember and understand the history of this building	It will preserve the history of that particular architecture as part of our rich culture.
2	**Biglang Awa Shrine in Balanacan Marinduque** Ina ng Biglang Awa is a patrion saint of Marinduque. Marinduquenos turn to prayers to shield them from danger. They bent their knees and bow their heads, imploring divine interventions and guidance.	It showcase how strong the foundation of the Marindukanon faith is.	This icon serves as a reminder that Marindukanon have deeper faith and believe in the micaculous Biglang Awa shrine.	It reminds the people especially us as locals that we should never lose hope and always anchored our faith .	It will deepen our spiritual aspect as a local.
3	Tarug Cave Tarug cave is a limestone, protuberance with 32years of geological history. It is a perpendicular madreporite or coral rock, 70 meters high.From there one	This cave testament that Marinduque was rich in natural tourist destination. And another story to tell.	This Icon may open various and deeper study about the history behind in it. And record valuable facts and artifacts to	As a Filipino and a native of Marinduque we were always eager to know,learn and explore new things,place or destinations. And this cave or icon	It will promote the tourism in our province and recognize as one of Marinduque's tourist atrraction

	could see many easily accessible corridors.In one of them,there were debris and tibors(Chinese Jars)		be added in the history of Marinduque.	is worth of exploring for .	
4	Kangga "Kangga Festival" It is a sled made of bamboo usually drawn by carabao as a means of transporting the farmers harvest from their homes to the field or markets. It is also a festival celebrated annually with San Isidro Labrador's feats day of May 13 in Mogpog.	It portraits the humble living yet have valuable and historical meaning behind in it.	It deepens our understanding how Kangga help our ancestor in our daily living. It may serve also as an example of our local culture.	Kangga Festival is celebrated to honor Saint Isidore Labrador and for us to recognize the kind of celebration	It will be known not only in our province but also in other places.
5	Bulaklakan Morion Mask Originated in the municipality of Mogpog. The colorful flowers at the top of their mask symbolizes the years of their "panata".	This icon voice out how creative and devoted the natives are.	It will serve and cater opportunities especially in the production of bulaklakan Morion Mask	We, as Filipino blessed with a very talented hand that create a unique craftsmen	We will ensure that this icon will be preserved and protected.

Marciano, Jolibee L.

Cultural Icons	Reasons for Appreciation	Strengths	Opportunities	Aspiration	Results
Luzon Datum of 1911	Because of the stone marker known as Luzon datum mark its significance in the Philippine geography	It is popularly known for the stone marker as Luzon Datum and known as the geographical center of the archipelago. It is	Marinduque as the official and recognized datum by the National Mapping and Resource	Joint projects between local government unit and NAMRIA	To preserve the safety of the road, the beauty and quality of the site where the

	and served as the primary reference frame for all survey and mapping activities in the country. It is also one of the best destination spots for hikers and trekkers because of its high land and exciting trail.	the primary geodetic reference or origin of all geological survey in the Philippines which means all maps and surveys made in the country use the Luzon Datum as reference point.	Information Authority (NAMRIA), the center mapping agency of the Philippines and serves as the primary reference for all mapping activities.		Datum located.
Kangga Festival 	Because of its annual celebration of feast day of San Isidro Labrador, the interesting part of the event is the Kangga festival with is its beautiful and colorful sled made of bamboo pulled by Carabao loaded with various foods from the farm produced by the local farmers of each barangay which are	It is the pride of Mogpogueños and to pay tribute to the Saint and to the farmers who made effort on their land to have a bounty harvest. It was implemented by the local government which is celebrated annually on May 13.	Mogpog as a tourist destination every 13th day of May to watch Kangga Festival.	More participative and competitive Barangays in Mogpog.	Annual fund for the event to produce more and interesting decoration of the Kangga.

	paraded around the town.				
Arrowroot Cookies	It is the pride and unique product of Marinduque because of its gluten free, low sugar and highly digestible.	Succeeded not only in bringing arrowroot cookies to other places and loved by the local and national tourist but also sustaining the livelihood of the farmers in Marinduque.	The demand of arrowroot cookies in the local market has prompted more farmers to engage in arrowroot cookies production.	Government agencies help to acquire modern equipment to help the farmers process more harvest of arrowroot to produce more cookies that can export to other places.	Hassle free production of arrowroot and more product of arrowroot cookies produced that can export to different place around the world.
Morion Mask	Its uniqueness and originality that makes Marinduque known for. And behind the colorful mask, the Morions fulfill their vows to show their gratitude to God.	The mask was named after the 16th and 17th century Morion helmet. Morion mask is not only worn by adults but also kids who march around the town for seven days as the means of Panata,	Local and national tourist are fond in visiting Marinduque to see and try to wear the mask as their experience.	The preservation of originality and uniqueness of Morion Mask will remain in the Island of Marinduque.	Imitation and exaggeration by other places in the Philippines will be avoided.

Salvador "Buddy" Liwanagan	His uniqueness in style and creative skill in making Morion mask makes him talented.	Popular not only in Marinduque but also given the opportunity to features in the ABS-CBN Local Legend.	More interested client that will pay for his product and tourist that will give him opportunity to see his product in other places.	More local and national tourist to visit and see him crafting the Morion mask.	To witness the skill and talent of "Buddy" in crafting Morion mask.

4D CYCLE

Group 1

Ana Jessa Malco
Jolibee Marciano
Christabel Alojado
Crystal Insigne
Myra Luci
Kate Lamac
Anthony Murillo
Lovely Olpot

DISCOVER	DREAM	DELIVER	DESIGN
Kangga Festival is a communal way of rejoicing and merry making celebrated by the people of Mogpog as an act of thanksgiving to the Almighty God through St. Isidore Labrador for their abundant harvest.	• Sustain the annual celebration through continuous development program. • To continue the festival with the new restrictions in	• Require all the barangay and sectors of government in Mogpog to join the annual Kangga Festival. • Invitation to the media to come to the province to	• The local government of Mogpog should devise a plan on how to celebrate the Kangga Festival in this time of pandemic. • Social media should be

Kangga is very much associated with the farmers for this kanga is essential to them, as with the plow and the carabao. This is the time where the farmers are the protagonists.	the time of pandemic.	cover the festival. • Documentation of the municipality of the Kangga Festival every year.	utilized to acknowledge the hardworking farmers and their products.

Group 2

Ballovar, John Michael T.
Jalac, Jellie Ann L.
Lanete, Micha M.
Madriaga, Vince Justin Roland S.
Maningas, Eric J.
Mendoza, Jing-jing L.
Nepomuceno, Rufina L.
Palacios, Johnnel A.

HARING KALABAW FESTIVAL
Discover
Haring Kalabaw Festival is celebrated in Brgy. Hupi, Sta. Cruz annually on Epiphany/Three Kings. This is one of the most unique festivals in Marinduque.
Dream
This festival gives tribute to the carabaos as they aid in Marinduqueños livelihood and transportation with the carabao as their "beast of burden". This said, it is hoped by the locals that this festival would eventually become a tourism showcase for the province.
Design
Brgy. officials of Brgy. Hupi may coordinate with Sta. Cruz LGU and the former to the Marinduque Provincial Capitol to jumpstart efforts in making this tradition an official tourism showcase for Marinduque.
Deliver
Haring Kalabaw Festival gains recognition and popularity in the Philippines as a unique tradition celebrated in Marinduque during Epiphany where instead of Three Kings, there are four, Haring Kalabaw included.. MArinduque's tourism increases.

Group C

Leyco, Marco Alexandro M,
Nocum, Hannah Cinkee O.
Nepomuceno, Rufina
Insigne, Crystal

DISCOVER	DREAM	DELIVER	DESIGN
The strong point of the icon is Cultural FAITH. Faith in cultural literacy is the awareness or the knowledge of their beliefs, devotion and conviction to the glory of God. Cultural faith in education is to live to the quest of faith with culture, and imitate to value God's word for a long pursuit to know God deeply.	The clear picture or image of cultural faith is for having a source of comfort and guidance. It can also provide a basis for moral beliefs and behaviors and gives a sense of connection to tradition. Cultural faith gives us a greater impact on our health	In terms of Cultural Literacy and Education and with the prodigious sense of spirituality, the intention for it is to make us feel a greater sense of drive, harmony	• The cultural faith in terms of literacy and education provide us to be more connected to the glory of God and to instil the value of hope and optimism as they built us trust and conviction to God.

Group D

Lozanta, Joseph L.
Galloniga, Rhia J.
Lagustan, Joephet L.
Magramo, Rico G.
Mansalapus, Aljhon M.
Morong, Ronalyn R.
Oliveros, Krizzia M.
Vitto, Clarissa L.

Discover
Cultural tourism is big business in Marinduque. Our province attracts more than 100 thousand visitors per year, and 65% of those visitors take part in at least one cultural activity.
These visitors spend more on their trips and stay longer than other visitors.
Creating a plan to attract cultural tourism can do more than affect your bottom line, it can also help define your area as a cultural and artistic destination.
Deliver
Travelers look for an "authentic experience," and your community has its own special attributes that set it apart from others. These features include your history, traditions, and yes, your arts and culture.
Your community has a story to tell, and finding an engaging way to tell that tale is one way to attract visitors. Tools are available for creating an inventory of community assets. A few of them are found as links in this toolkit.
Remnants of Gold Star Mining Company Port
Dream
Tourism across the world is getting an impetus because there is so much that people want to see and experience. In fact, visiting another country is one of the best ways to learn about the culture and language of that country. However, of late, people are indulging in cultural tourism that has given tourism a whole new meaning.
Design
According to the United Nations World Tourism Organization, cultural tourism is "movements of persons for essentially cultural motivations such as study tours, performing arts and cultural tours, travel to festivals and other cultural events, visits to sites and monuments, travel to study nature, folklore or art, and pilgrimages."
We expand this definition to encompass the participation of visitors in cultural activities whether those activities are the primary purpose of their travel or not.

Culminating Activity: Web Symposium

On September 26, 2021, the GDCE teacher-scholars conducted a web symposium as their culminating activity for the subject CulEd 204: Issues in Cultural Education under Dr. Randy T. Nobleza. This served as a platform also to showcase the syntheses of the outputs, cultural education advocacy, and BookNook storytelling done by the teacher-scholars.

The program started with the usual preliminaries starting with an invocation, followed by the Philippine national anthem. The event jumpstarted through the opening remarks of the MSC GDCE Coordinator and CulEd 204 Professor, Dr. Randy T. Nobleza. It was then followed by a message from none other than the PCEP Director, Dr. Joseph Cristobal. Afterwards, a warm presidential message from Prof. Dr. Diosdado P. Zulueta, SUC President III of Marinduque State College.

The meat of the symposium started with synthesizing of modules care of Ms. Jing-jing L. Mendoza, Mr. John Michael T. Ballovar, Ms. Krizzia M. Oliveros, and Ms. Jellie Ann L. Jalac who provided an overview of the topics discussed per module and how they went about the activities contained within them.

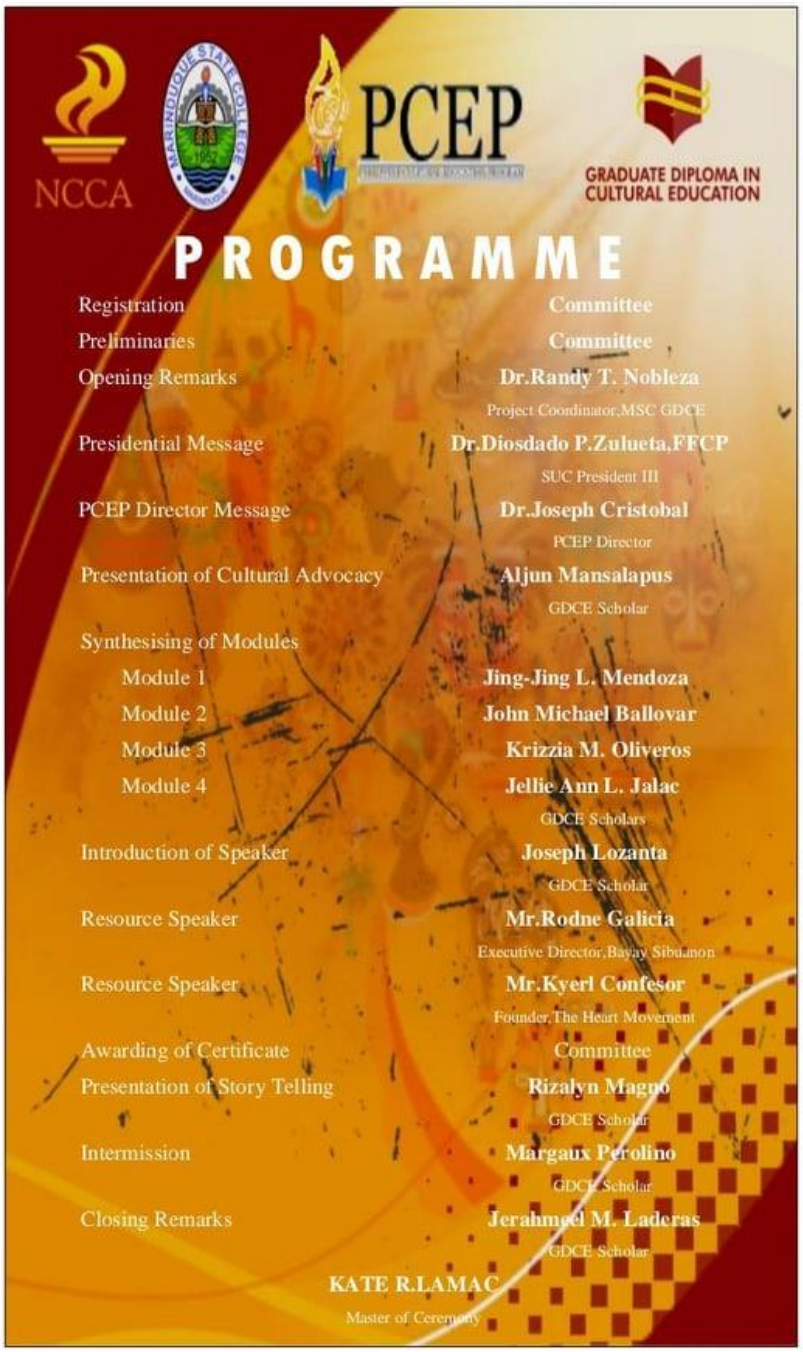
The symposium was also graced by Sir Kyerl Confesor, founder of the Marinduque-based, Philippine youth organization The Heart Movement, and Sir Rodne Galicia, Executive Director of Bayay Sibuyanon, Inc. Sir Confesor gave a brief overview about The HEarth Movement ang discussed a few concepts regarding culture and how it is one of the main advocacies of the Movement. He shared a number of culture-related projects that the Movement has in store for the next months to come. On the other hand, Sir Galicia gave a short, but a quite empowering speech on the importance of culture and how it is interconnected to the environment and the society. Both were given certificates of recognition for their speakership.

Presentation of cultural education videos focused on racial capitalism was executed next. The ones played were from Mr. John Earl M. Manlisis and Mr. Jerahmeel Laderas. This was automatically followed by the presentation of storytelling videos from the group of Mr. Eric J. Maningas, Ms. Lovely M. Olpot, Ms. Romilyn Montejo, and Ms. Jolibee L. Marciano who told the story entitled “Iba Ka, Bakhaw!”, and Ms. Rizalyn M. Magno with her piece, “Nasa’n Na Si Kugtong?” which were both applauded by the virtual participants.

Before the program was officially closed, an intermission from a vocal gem of Marinduque and our co-GDCE teacher-scholar, Ms. Margaret Ann Perolino, shared her vocal prowess with the song “Marinduque, Akin Ka” which served as the intermission number.

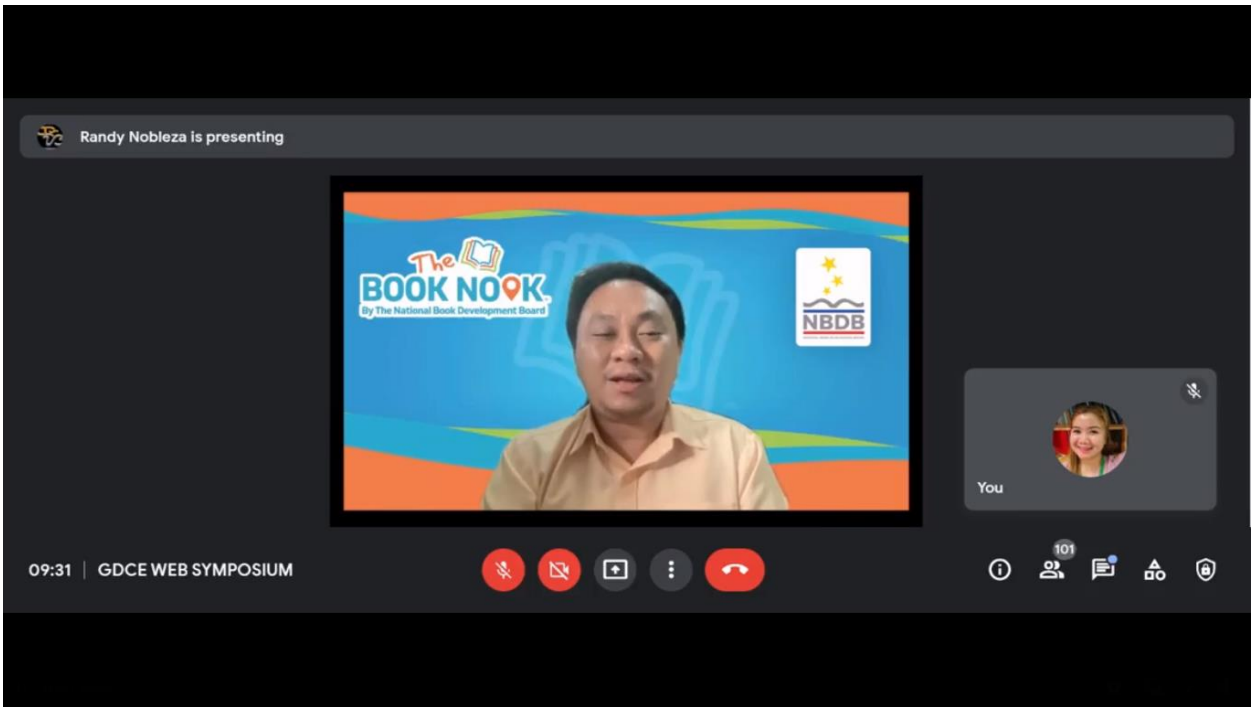
The program ended at around 12:30 p.m. with the closing remarks from Mr. Jerahmeel Laderas. Accomplishment of attendance and participation forms were also reminded and reiterated.

Photo Documentation:



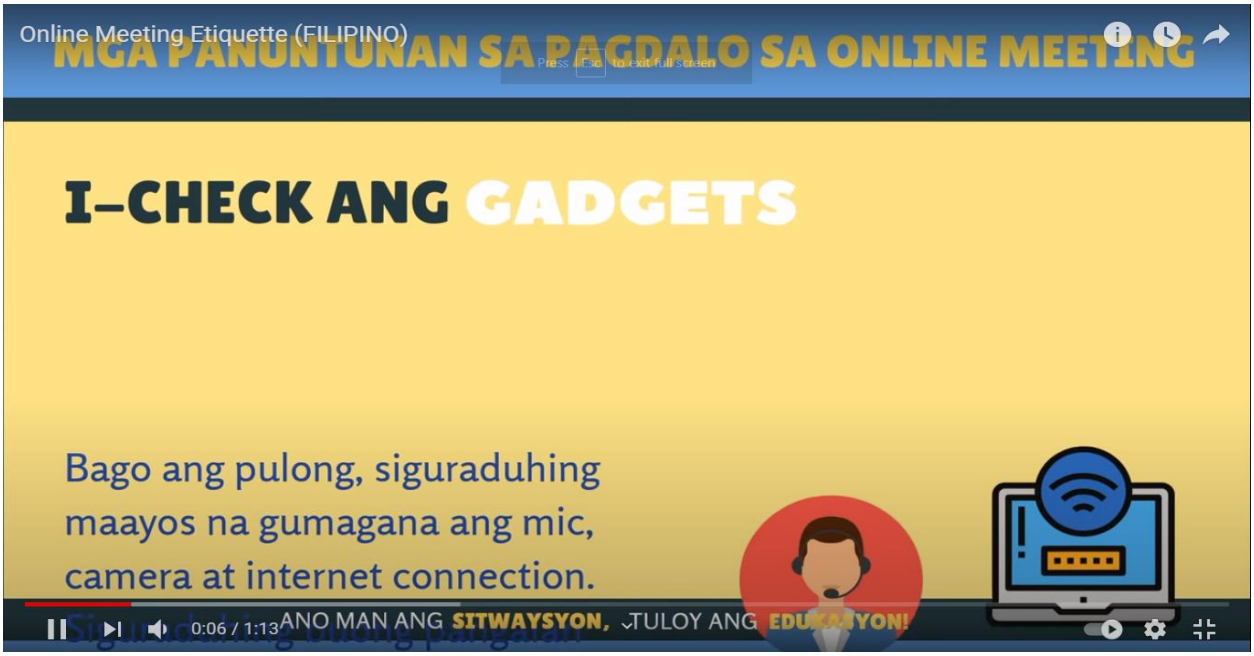
Web symposium programme

The lovely master of ceremony, Ms. Kate R. Lamac

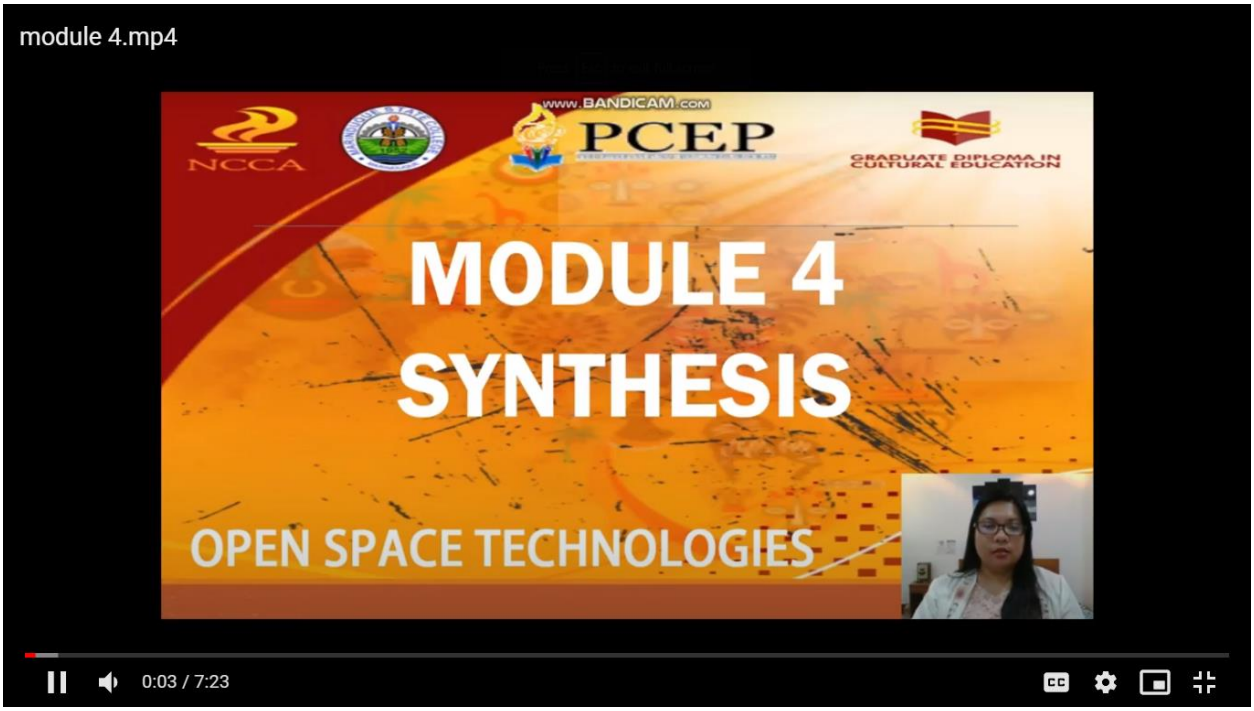


Dr. Randy T. Nobleza, MSC-GDCE Coordinator and CulEd 204 Professor, delivering his opening remarks

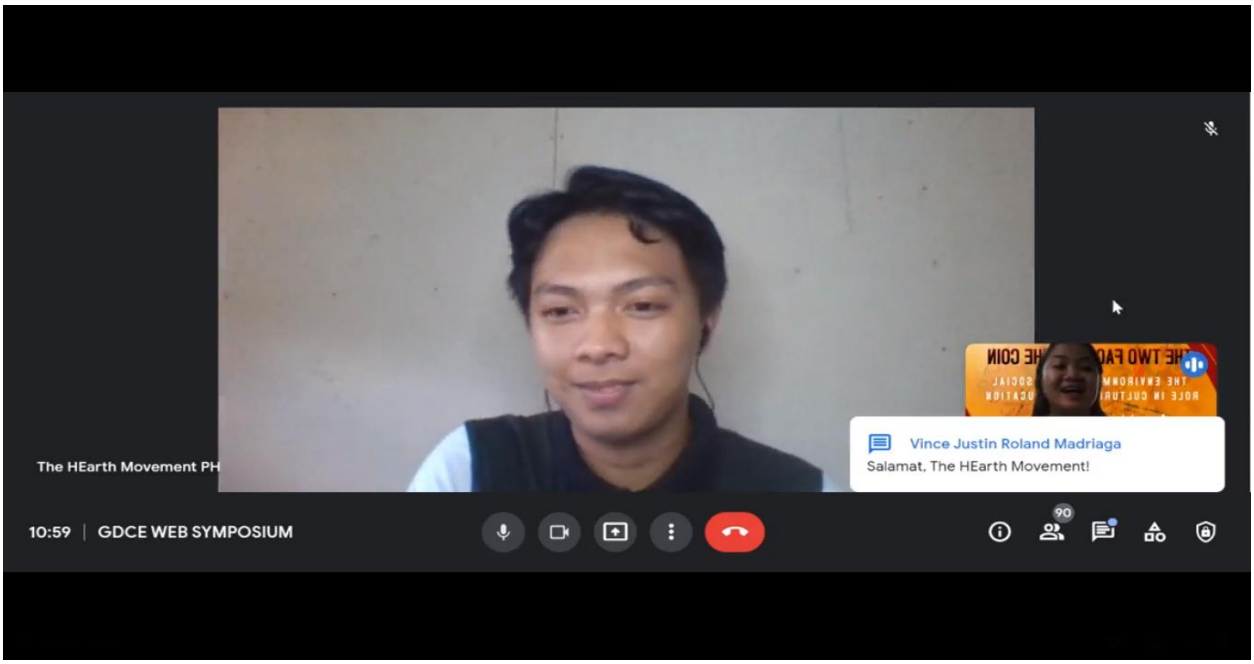
Prof. Dr. Diosdado P. Zulueta, SUC President III of MSC, delivering his presidential message



A video of online meeting netiquette in Filipino was played prior to the start of the program



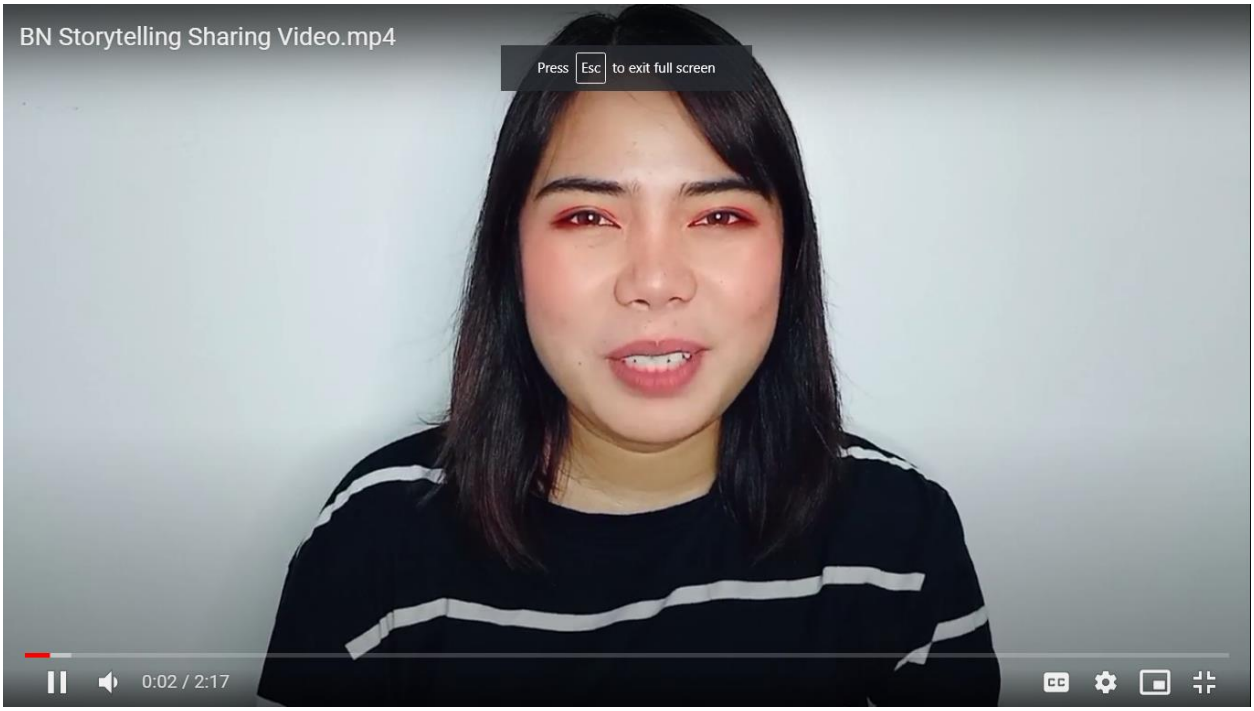
Ms. Jellie Ann L. Jalac, one of the four synthesizers, synthesizing module 4



Sir Kyerl Confesor, founder of The HEarth Movement, presented culture-related projects of the Movement

Sir Rodne Galicia, Execute Director of Bayay Sibuyanon, delivered an awe-inspiring and empowering message on environment, culture, society, and their interrelationship

Mr. John Earl M. Manlisis discussing his cultural education advocacy on racial capitalism



Ms. Rizalyn M. Magno presenting her storytelling entitled "Nasa'n na si Kugtong?"

The group of Mr. Eric J. Maningas, Ms. Lovely M. Olpot, Ms. Romilyn Montejo, and Ms. Jolibee L. Marciano presented their story entitled "Iba Ka, Bakhaw!",

Ms. Margaret Ann Perolina pouring her heart out singing "Marinduque, Akin Ka" for her intermission number

Mr. Jerahmeel Laderas officially closes the program with his closing remarks